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JUNE

VOLUME
XIII

Fayette, Iowa

NUMBER
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Entered as
Second-Class
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THE UNIVERSITY OF ILLINOIS
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The CATALOGUE
— 1910-1911 —

UPPER IOWA UNIVERSITY BULLETIN

VOLUME XIII

Fifty-Fifth Year

NUMBER 3

THE CATALOGUE 1910-1911

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OF THE
UNIVERSITY OF ILLINOIS



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JUL 11 1936
UNIVERSITY OF ILLINOIS

FAYETTE, IOWA
PUBLISHED BY THE UNIVERSITY
JANUARY : APRIL : JUNE : NOVEMBER

ENTERED AS SECOND CLASS MATTER UNDER ACT OF CONGRESS
OF JULY 16, 1894

CALENDAR

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College Calendar

FIFTY-FIFTH ANNUAL COMMENCEMENT

1911

- MAY 31, *Wednesday.* Anniversary of Philomathean and Aonia Literary Societies at 8:00 p. m.
- JUNE 1, *Thursday.* Open for Commencement of Fayette High School at 8:00 p. m.
- JUNE 2, *Friday.* Anniversary of Zethegathean and Zeta Alpha Literary Societies at 8:00 p. m.
- JUNE 3, *Saturday.* Commencement of the School of Education at 8:00 p. m.
- JUNE 4, *Sunday.* Love Feast. Dean J. W. Dickman, presiding. All old students and Alumni gather at this hour for religious conference and fellowship at 9:00 A. M.
Academic Procession. Baccalaureate Sermon. President Cooper preaches to the graduating class at 10:30 a. m.
College Sing: the All-Together. Professor Harold Craig, presiding. Address before Christian Associations. (College sing will both precede and follow the address). 4:00 p. m.
Academic Procession. College Sermon, at 8:00 p. m.

UPPER IOWA UNIVERSITY

- JUNE 5, *Monday.* Recital of the School of Oratory, at
2:00 p. m.
Commencement of the School of
Music, at 8:00 p. m.
- JUNE 6, *Tuesday.* Business Meeting of the Alumni
Association, at 9:30 a. m.
Annual Meeting of the Board of
Trustees, at 10:00 a. m.
Class Day Exercises, at 2:00 p. m.
Annual Meeting of the Ladies' Pro-
fessorship Association, at 4:00
p. m.
College Lecture, by Mrs. C. L.
Pickett, Washington, D. C.
- JUNE 7, *Wednesday.* Fawcett Prize Contest in Oratory,
at 1:30 p. m.
Inter-Class Contest for Silver Cup,
at 3:00 p. m.
Alumni Banquet, at 6:00 p. m.
Alumni Anniversary. Program by
the Class of 1886.
- JUNE 8, *Thursday.* Fifty-fifth Annual Commencement.
Address by Hon. J. Frank Han-
ly, LL. D.
- JUNE 19, *Monday.* Summer Session begins.
- JULY 9, *Sunday.* Convocation Sermon before the Sum-
mer School.
- JULY 29, *Saturday.* Summer Session Ends.
- SEPTEMBER 18-19, *Monday, Tuesday.* Enrollment for the First
Semester.

THE COLLEGE

5

SEPTEMBER 20,	<i>Wednesday.</i> Matriculation Day Address at 10:00 a. m. College Session begins.
OCTOBER 15,	<i>Sunday.</i> Convocation Sermon.
NOVEMBER 23,	<i>Thursday.</i> Thanksgiving. Exercises suspended.
DECEMBER 1,	<i>Friday.</i> Sam S. Wright Debate Contest between the Senior Literary Societies.
DECEMBER 10,	<i>Sunday.</i> Convocation Sermon.
DECEMBER 22,	<i>Friday.</i> College Close; for the Christmas Holidays.
1912	
JANUARY 3,	<i>Wednesday.</i> College Session resumes after the Christmas Recess.
JAN. 31, FEB. 1-2,	<i>Wednesday, Thursday, Friday.</i> Examinations of the First Semester.
FEBRUARY 5,	<i>Monday.</i> Enrollment of new students.
FEBRUARY 6,	<i>Tuesday.</i> Second Semester begins.
FEBRUARY 8,	<i>Thursday.</i> Day of Prayer for Colleges.
FEBRUARY 22,	<i>Thursday.</i> Washington Birthday Address at 10:00 a. m. All recitations suspended.
MARCH 3,	<i>Sunday.</i> Convocation Sermon.
APRIL 5,	<i>Friday.</i> College closes for Easter Recess.
APRIL 10,	<i>Wednesday.</i> College Session resumes.

APRIL 12,	<i>Friday.</i> Debate Contest between the Junior Literary Societies.
APRIL 14,	<i>Sunday.</i> Convocation Sermon.
APRIL 19,	<i>Friday.</i> Fuller Oratorical Contest at 8:00 p. m.
APRIL 26,	<i>Friday.</i> Intercollegiate Debate.
MAY 30,	<i>Thursday.</i> Memorial Day. Exercises sus- pended.
JUNE 6-8,	<i>Thursday, Friday, Saturday.</i> Examinations of the Second Semester.
JUNE 6-13,	FIFTY-SIXTH ANNUAL COMMENCEMENT.
JUNE 17, JULY 27,	SUMMER SESSION.

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HON. HENRY C. CURTIS, A. M.,	<i>Le Mars</i>
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MILO R. MALTBY, A. M., PH. D.,	<i>New York City</i>

* Deceased.

TERM EXPIRES IN 1913

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JOSEPH F. CASS, ESQ.,	<i>Sumner</i>
HON. WILLARD L. EATON, LL. D.,	<i>Osage</i>
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JOHN JAMISON, ESQ.,	<i>Oelwein</i>
HENRY F. KLING, Sc. D.,	<i>Chicago, Ill.</i>
HON. WILLIAM LARRABEE, LL. D.,	<i>Clermont</i>
JAMES B. McFATRICH, A. M., M. D.,	<i>Chicago, Ill.</i>
GRANT M. BIGELOW, M. S.,	<i>New Hampton</i>

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	FRANK CAMP.

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	JOHN W. DICKMAN.

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CHARLES G. SHADE	JOHN W. DICKMAN
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	CHARLES R. CARPENTER.

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	JOHN JAMISON.

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H. F. KLING	JAMES B. McFATRICH
	SAM. S. WRIGHT.

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	WILLARD L. EATON.

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JAMES D. PARKER	J. H. LUNEMANN
FRANK M. ROBERTSON	THOMAS E. FLEMING

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President.

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*Vice President and William Larrabee Professor of Sociology and
Political Science.*

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*Dean of School of Education, and Professor of Pedagogy, and
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Professor of Mathematics.

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*Director of School of Music, and Professor of Piano Forte
and Harmony.*

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Professor of Philosophy and Biblical Literature.

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Professor of Chemistry and Physics, and Registrar.

ALVIN DANIEL SCHUESSLER, A. M.,
Professor of German and French.

Elizabeth Nichols
~~CLARA A. COHEN~~, A. M.,
John William and Emma Bissell Professor of English.
Mrs. S. W. Collett
~~ELLWOOD GRISCOM~~,
Director of the School of Oratory.

THE COLLEGE

II

SAMUEL WILLIAMSON COLLETT, Sc. M.,
Alumni Professor of Biology, and Curator of the Museum.

JOHN WILLIS CRAIN, Mus. B.,
Professor of Voice Culture.

CORA BELLE BEACH, Sc. B.,
*Principal of the Business School and Professor of Stenography and
Typewriting.*

STELLA HAAS NEFF,
Associate Professor in Piano Forte.

MABEL REBECCA LEWIS,
Assistant in Normal Training.

AUGUSTA EATON HITCHCOCK, A. M.,
Assistant in Normal Training.

JOHN EDWARD DORMAN, B. S., D. D. S.,
Director of Athletics.

ADDITIONAL INSTRUCTORS

LUMAN WEST SAMPSON,
Assistant in Political Science.

BESS ELOISE FLEMING,
Assistant in Latin.

CLAUDE MELVILLE HOLMES,
Assistant in Chemistry.

ALBERT McSWEENEY,
Assistant in Mathematics.

DUANE B. ROSENKRANS,
Assistant in Biology.

OTHER OFFICERS

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Educational Secretary.

MRS. E. M. SANFORD,
Matron.

MAYME LUCY HURD, PH. B.,
Assistant Librarian.

ALBERT MILLER,
Superintendent of Buildings and Grounds.

ARLIE VERNON BOCK,
Secretary to the President.

STANDING COMMITTEES

The President is *Ex-Officio* Member of All Committees.

CURRICULUM

DICKMAN, MCINTOSH, ALDERSON, SIMONSON, HEUSE, BENNETT.

REGISTRATION

ALDERSON, BENNETT, HEUSE, SIMONSON, MCINTOSH.

CLASSIFICATION AND DEGREES

MCINTOSH, SIMONSON, DICKMAN.

GYMNASIUM

DICKMAN, MCINTOSH.

GRADUATE WORK

SIMONSON, MCINTOSH, ALDERSON, GOHEEN.

COLLEGE PUBLICATIONS

PARKER, HEUSE, BEACH, COLLETT.

LIBRARY

DICKMAN, ALDERSON, MCINTOSH, PARKER.

RULES, REGULATIONS AND DISCIPLINE

DICKMAN, BENNETT, SIMONSON, ALDERSON, NEFF, MCINTOSH.

PUBLIC PRESS

PARKER, HEUSE.

RELIGIOUS WORK

PARKER, CRAIN, DICKMAN, GRISCOM.

PUBLIC CEREMONIES

DICKMAN, BENNETT, GRISCOM.

SUMMER SESSION

BENNETT, HEUSE, SCHUESSLER.

LECTURES

THOMAS R. COLE, PH. B.,	<i>Minneapolis, Minn.</i>
VERNON E. HALL, A. M.,	<i>Sumner</i>
THOMAS H. TEMPLE, PH. B.	<i>Waukon</i>
MISS MABEL LOSSING JONES, A. B.,	<i>Khandwa, India</i>
ANDREW GILLIES,	<i>Minneapolis, Minn.</i>
BISHOP ROBERT McINTYRE,	<i>St. Paul</i>
FRANK DORAN, D. D.,	<i>Winona</i>
S. E. ELLIS, D. D.,	<i>Marshalltown</i>
CHARLES BAYARD MITCHELL, D. D.,	<i>Chicago</i>
JOHN KENDRICKS BANGS,	<i>Yonkers, N. Y.</i>
SAM A. STEEL, D. D.,	
T. M. EVANS, D. D.,	<i>Waterloo</i>
LUCIUS C. CLARK, D. D.,	<i>Mason City</i>

CONFERENCE VISITORS

TITUS LOWE,	<i>Cedar Falls</i>
LEONARD A. SWISHER,	<i>West Union</i>
W. G. CROWDER,	<i>Oelwein</i>
LUCIUS C. CLARK,	<i>Mason City</i>
S. R. BEATTY,	<i>Marion</i>

The College

JOHN WILLIAM DICKMAN, Sc. D., Dean.

Terms of Admission

A student expecting to enter the College should send, previous to his coming, all credits from high schools to Upper Iowa University, Dean's Office, Fayette, Iowa. If coming from another College he should also enclose a letter of honorable dismissal from the President or Dean of that College. If it is inconvenient to send these credentials before coming he should, if possible, bring them with him.

Blank forms of Application for Admission may be obtained from the President or Registrar. The certificate form supplied by the North Central Association of Colleges and Secondary Schools is the form used.

The scholarship of all students admitted is on probation for one-half year, failure to make satisfactory record subjecting the student to the loss of his College standing.

Candidates for admission to the Freshman class must be at least fifteen years of age, and must produce testimonials of good character.

ENTRANCE REQUIREMENTS.

For unconditional admission to the Freshman Class of the College, candidates must offer a total of fifteen units from the following list:

English	Three units or four units.
Greek	Two or three units.
Latin	Two or four units.
French	One or two units.
German	One or two units.
History	Two units.
Economics	One-half unit.
Civics	One-half unit.
Mathematics	Two and one-half or three units.
Drawing	One-half unit.
Physics	One unit.
Chemistry	One unit.
Zoology	One unit.
Botany	One-half unit.
Physiography	One-half unit.
Physiology	One-half unit.

A unit for entrance is the equivalent of a single study pursued throughout the Academic year five times a week in recitation periods of not less than forty-five minutes.

Students will be admitted as conditional Freshman upon the presentation of fourteen units from the above list. The deficiency must be made up during the first two years in College.

All candidates must offer:

English	Three units.
Mathematics	Two and one-half units.
Language	Two units.
History	One unit.
Science	One unit.

Students deficient in more than one unit will be enrolled in the Academy until the deficiency is provided for either by examination or by taking the subject or subjects in the Academy classes.

Definition of Units

MATHEMATICS

Two and one-half units are required of all candidates for admission to College, and three full units are preferred.

- I. Algebra. *One and one-half units.*

It will require one and one-half years of work to satisfy the requirements in algebra. The work, as given in many secondary schools, is completed before geometry; but much the better way is to divide the secondary work in algebra into elementary algebra, one unit, in which all the subjects of algebra save quadratics are covered in simpler problems, and Higher Algebra, to be given after Plane Geometry, and to complete the more complicated and more advanced problems.

- II. Plane Geometry. *One unit.*

- III. Solid Geometry or Plane Trigonometry. *One-half unit.*

ENGLISH

Three Units

Preparation in English has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

I. GRAMMAR AND COMPOSITION. The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole composition, including letter-writing, should be thoroughly mastered, and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise narration, description and

easy exposition and argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge and studies other than English, as well as from his reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether oral or written.

II. LITERATURE. The second object is sought by means of two lists of books, headed respectively reading and study, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, he is further advised to acquaint himself with the most important facts in the lives of the authors, whose works he reads, and with their place in literary history.

A. READING. The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

BOOKS PRESCRIBED FOR READING

For 1910 and 1911, ten books, selected as prescribed below from the following list:

Shakespeare's *As You Like It*, *Henry V.*, *Julius Caesar*, *The Merchant of Venice*, *Twelfth Night*.

Group II (one to be selected).

Bacon's *Essays*; Bunyan's *The Pilgrim's Progress*, Part I; *The Sir Roger de Coverly Papers* in the *Spectator*; Franklin's *Autobiography*.

Group III (one to be selected).

Chaucer's *Prologue*; Selections from Spencer's *Faerie Queene*; Pope's *The Rape of the Lock*; Goldsmith's *The Deserted Village*; Palgrave's *Golden Treasury (First Series)*, Books II. and III., with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group IV (two to be selected).

Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*, *Quentin Durward*; Hawthorne's *The House of the Seven Gables*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; Dickens' *A Tale of Two Cities*; George Eliot's *Silas Marner*; Blackmore's *Lorna Doone*.

Group V (two to be selected).

Irving's *Sketch Book*; Lamb's *Essays of Elia*; De Quincey's *Joan of Arc* and *The English Mail Coach*; Carlyle's *Heroes and Hero Worship*; Emerson's *Essays (Selected)*; Ruskin's *Sesame and Lilies*.

Group VI (two to be selected).

Coleridge's *The Ancient Mariner*; Scott's *Lady of the Lake*; Byron's *Mazella* and *The Prisoner of Chillon*; Palgrave's *Golden Treasury (First Series) Book IV*, with special attention to Wordsworth, Keats and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *The Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *The Courtship of Miles Standish*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine* and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Evelyn Hope*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *The Boy and the Angel*, *One Word More*, *Herve Riel*, *Pheidippides*.

Changes for the year 1912:

1. In Group VI, Tennyson's *Princess* is submitted for the Idylls transferred to the Study List.

2. In Group V, Carlyle's *Heroes and Hero Worship* is changed to Carlyle's *The Hero as a Poet*, *The Hero as Man of Letters*, and *The Hero as King*.

3. The number of books to be selected in Group V is changed from two to one.

4. In Group III (Book I), is substituted for (Selections) from *Faerie Queene*.

B. STUDY. This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. For this close reading are provided a play, a group of poems, an oration, and an essay, as follows:

BOOKS PRESCRIBED FOR STUDY.

For 1909, 1910 and 1911: Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

Changes for the year 1912:

1. Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur* are inserted as an alternative to Milton's poems.

2. *Lycidas* is dropped from the list of Milton's poems.

For 1913, 1914 and 1915:

Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Il Penseroso*, and *Comus*; either Burke's *Speech on Conciliation with America*, or both Washington's *Farewell Address*, and Webster's *First Bunker Hill Oration*; either Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

HISTORY

The candidate may present any of the following units:

- I. Ancient History and the early middle ages, to the death of Charlemagne. One unit.
- II. Modern European History, from the death of Charlemagne to the present time. One unit.
- III. English History. One unit.
- IV. American History and Civil Government. One unit.

This outline of admission credits in history is the standard one for all colleges in the United States. It is in accord with the report of the Committee of Seven of the American Historical Association and with the Syllabus of History for Secondary Schools of the New England History Teachers' Association. It is to be preferred to any other outline. In accordance with this plan the work in English History must be done in connection with a good reference library in history, with extensive

collateral readings, and American History should include both the collateral readings and a study of civics. Otherwise credit for either course will be one-half unit. American History must be taken in high school and in advance of eighth grade work.

LATIN

Four Units

I. Beginners' Latin Book, completed. Easy reading; 20 to 30 pages of consecutive text.

II. First four books of Cæsar, or the equivalent thereof. Prose Composition at least one period a week throughout the year.

III. Seven Orations of Cicero, unless Manilian Law be included, in which case only six will be required. Prose composition.

IV. Virgil's Æneid, six books or the equivalent. Prosody, and Roman Mythology.

GERMAN

One or Two Units

To receive credit for one unit of German, students should have read at least 100 pages of text, as: Seligmann's *Altes und Neues*, Bacon's *Im Vaterland*, Storm's *Immensee* or equivalents. The student should have a knowledge of the forms and principles of Grammar and be able to translate at sight simple English sentences.

To receive credit for two units of German the student should have read at least 300 pages, should have a ready and correct pronunciation, a fairly complete working knowledge of grammar and some ability to speak and understand the language.

FRENCH

One or Two Units

If French be offered for admission to college, the work for one unit should comprise:

- (1) Careful drill in Pronunciation; (2) Rudiments of Grammar; (3) Ability to read French correctly and fluently; (4) The reading of from 100 to 200 duodecimo pages of text.

When two units are offered for admission the work should comprise: (1) thorough knowledge of French grammar; (2) the reading and appreciation of from 600 to 800 pages of French literature.

BOTANY

One-half Unit

This should include the elements of plant structure and physiology, and ecology as treated in the more recent elementary texts. The work on plant structure and physiology should comprise studies of the root, stem, and leaves of higher plants; the structure and germination of seeds, and types of the lower plants. This work should be supplemented by field work with attention to ecology. A practical knowledge of plant analysis is most desirable. Field and laboratory work should occupy at least one-half the time allotted to the course. In case a full unit is offered, its acceptance will be conditioned upon the quantity and quality of the work.

ZOOLOGY

One-half Unit

The work presented in Zoology should consist of field and laboratory work in addition to the study of some of the more recent elementary texts. Representatives of the chief divisions of the animal kingdom should be studied in the laboratory.

PHYSIOLOGY

One-half Unit

The work in Physiology should be based upon a text-book which is the equivalent of Martin's *Human Body* (briefer course). Dissection of a vertebrate and general laboratory work are desirable.

PHYSICS

One Unit

Students presenting Physics as an entrance unit should include in their preparation both text-book and laboratory work. The text-books of Millikan and Gale, Carhart and Chute, or Hoadley are recommended. The laboratory work should include at least 30 experiments representative of the different departments of Physics and involving careful measurements, and the candidate must present his original note-book containing full records of the experiments.

CHEMISTRY

One Unit

Students presenting Chemistry as an entrance unit should have had a thorough course in General Chemistry, including both recitations and laboratory work throughout the year. The ground covered should be essentially that of the best elementary text-books on general chemistry, such as Remsen's *Briefer Course*. The laboratory work should include at least fifty experiments and the laboratory note-book should be presented when the application for credit is made.

PHYSICAL GEOGRAPHY

One-half Unit or One Unit

In Physical Geography such knowledge of the subject is required as may be gained from a study of such text-books as Tarr, Davis, Gilbert and Brigham, Dryer. The time devoted to the study must have been at least the equivalent of four days a week for eighteen weeks.

For an entire unit's credit, the time devoted to the study must have been at least the equivalent of four hours a week for 36 weeks. The course must include individual laboratory work on the part of the student, field work, and map work. The laboratory work should be the equivalent of one of two periods per week, and the student should present his original note-books and maps when the application for credit is made.

DRAWING, MANUAL TRAINING, COMMERCIAL
STUDIES

Credit may be given in Drawing (*one-half unit*), Manual Training (*one unit*) and Commercial Studies: Bookkeeping (*one-half unit*) Stenography and Typewriting (*one unit*), if the work be sufficient in quality and amount to warrant credit. The Manual Training must include both theory and practice of joining, turning and pattern making. No credit is given for stenography without typewriting, or typewriting without stenography

Admission by Certificate

Admission to College may be by certificate from:

1. Schools upon the accredited list of the North Central Association of Colleges and Secondary Schools, or upon the accredited list of other similar associations.

2. Schools not upon the accredited lists, but whose course of study, faculty and equipment prove, upon inspection, to meet the standards of the Association.

3. Schools in Iowa upon the accredited list of Secondary Schools of Iowa.

4. Schools in neighboring states upon the accredited lists of those states.

Students coming from all such schools as graduates thereof will be granted unconditional admission to the Freshmen class of the College.

Students coming from other than accredited schools will be classified in accordance with the quality and amount of secondary school work which they have completed. Any such work should accord, in quality and amount, with the description of admission units given above.

For list of Accredited Schools in Iowa see page 103.

Credit in College for work done in Accredited Secondary Schools may be obtained on condition.

1. That the work offered for college credit is in addition to the fifteen units of secondary work required for entrance.

2. That it is the equivalent of a unit (one full year) of work in the study in which credit is asked.

3. That, in the languages, sciences, and mathematics, the student is able to enter and continue in the advanced classes in the department where credit is given.

Advanced Standing

Students coming from other colleges and seeking advanced standing must present letters of honorable dismissal, and a record of the work done and the amount of credit received for it. If the work has been in a college of equal grade, it is accepted without further examination. The credit to be given will depend upon the character and amount of the work done.

The Bachelor's degree will be conferred only upon students who have spent at least one year in residence at Upper Iowa.

Degrees

In accordance with a vote of the faculty in March, 1910, the following degrees will henceforward be conferred by the University, in course: Bachelor of Art (B. A.), Bachelor of Science (B. S.), Master of Arts (M. A.)

THE BACHELOR'S DEGREE. It has been the custom for years to confer three degrees upon graduates from the three distinct courses—Arts, Philosophy, Science. Under the new system of grouping studies announced in the catalogue, this distinction in courses disappears, and the distinction in degrees must naturally disappear also. By action of the Faculty on March 10, 1910, it was decided, "That henceforth the Upper Iowa University will confer the degree of Bachelor of Arts upon all graduates of the College of Liberal Arts and Sciences, provided that the degree of Bachelor of Science may be conferred on students doing major work in the sciences, if they so elect."

THE MASTER'S DEGREE. The degree of Master of Arts will be conferred upon graduates of Upper Iowa University, or of other colleges of recognized standing, at the satisfactory conclusion of an approved course of advanced study pursued during one year in residence. No non-resident course will hereafter be given except by special action of the Faculty.

Graduate Work

All graduate work is taken in residence, except by special action of the Faculty. It is under the direction of the heads of the departments in which the work is taken, subject to the general supervision and regulations of the Committee on Graduate Work of the Faculty. The following regulations are in force:

1. The candidate may select half his work from each of two departments, or he may select a major from one and a minor from another, provided he have sufficient undergraduate preparation in each of them.

2. The candidate's proficiency will be tested by examination in both his major subjects and by a thesis in his major subject.

3. The regular semester tuitions will be charged, and a diploma fee of ten dollars will be due at the completion of the course.

All inquiries concerning graduate work should be addressed to Professor B. F. Simonson, Chairman of Committee on Graduate Work.

Courses of Study

Choice of Study

The following rules governing the choice of electives apply to all students entering in 1910 and to subsequent classes:

1. Every student is required to present 128 semester hours of work for graduation from the College.

2. Before graduating from the College of Liberal Arts, all students must have completed at least five years of foreign language, three years of which must be in some one language. Students who have met this requirement before entering College will be free to elect or not elect the foreign languages; those who enter College with only two years of foreign language must therefore, elect three years of foreign language in College.

3. All students intending to teach and wishing to secure upon graduation a five-year state certificate in Iowa must have completed fourteen semester hours of work in the Department of Education (see page 34) and six semester hours in General Psychology.

4. The courses open to freshmen are as follows:

Education 4 hours.			
English	4 hours.	Chemistry	4 hours.
Latin	4 hours.	Botany	4 hours.
Greek	4 hours.	Mathematics	4 hours.
German	4 hours.	History	2 hours.
French	4 hours.	Oratory	2 hours.

All freshmen are required to take the course in English four hours a week throughout the year.

5. At the opening of the Sophomore year every student will be asked to present to the Faculty an outline of his work for the next three years. Such a plan for his college work may be changed at any time during the subsequent period of his course, but the plan must remain on file in the Registrar's office and should be changed whenever the student thinks it desirable to modify his course. A student in perfecting such plan for his work should consult the Head of the Department in which he is doing the major part of his work.

6. For the purpose of distribution of studies all the courses open to undergraduates are divided among the following four general groups:

- I. Language, Literature.
 - (a) Ancient Languages and Literatures.
 - (b) Modern Languages and Literatures.
- II. Natural Sciences.
 - (a) Physics, Chemistry, Geology.
 - (b) Botany, Zoology.
- III. History, Political and Social Sciences.
 - (a) History.
 - (b) Politics, Economics, Sociology.
- IV. Philosophy and Mathematics.
 - (a) Philosophy, Education, Religion.
 - (b) Mathematics, Astronomy.

In the application of the following regulations concerning the distribution of studies among the four groups, the required work in Freshmen English (as noted in 4), and the work in Education required of all students intending to teach (as noted in 3), are not counted in satisfying Rule 8 but are counted in the application of Rule 7.

7. Every student must complete at least 32 semester hours in some one of these groups, 24 semester hours of which must be in some one department unless that department be Latin or German. If his major work be in Latin, 20 semester hours must be completed in College in addition to the 4 units of prepara-

tory work. If his major work be in German, four years of College work must be completed for the major unless the student enters College with two units of German, in which case his major will include three years of work in the German department.

8. Every student shall distribute at least 40 semester hours of work among the three general groups in which his chief work does not lie, and he shall take in each group not less than 8 hours, and not less than 20 hours in any two groups.

Political and Social Science

PROFESSOR DICKMAN.

I. POLITICAL ECONOMY.

A general course in the principles of Political Economy, carried on by recitation and seminar work. The object sought in this course is a thorough knowledge of the economic laws governing the Production and Distribution of Wealth. Francis A. Walker's advanced work is used as a text. This is the fundamental course in the Department and is a prerequisite for all other courses except those in Politics and Sociology.

Open to Sophomores and Juniors.

First semester.

4 hours.

II. ECONOMIC PROBLEMS.

A brief course in economic thought and present economic problems. This course gives special attention to the industrial problems of the present time; the relations of Labor and Capital; economic governmental functions, and present tendencies in economic thought.

Open to Sophomores and Juniors.

Second semester.

4 hours.

III. SOCIOLOGY.

An introductory course in the study of Sociology. In this course the aim is to give the student a correct view of the development of organic society. Social growth is studied as it has advanced from savagery to the highest type of Christian civilization, tracing the

people in their evolution from the horde through the clan, the tribe, the monarchy, to the modern democracy.

Not open to Freshmen. Prerequisite for Course IV.

First semester.

4 hours.

IV. STATISTICS AND SOCIOLOGY.

A statistical investigation of the phenomena of Sociology, calculated to establish or disprove the theories of these subjects as found in different authors. Demographic, Ethnographic and Social phenomena are thoroughly studied.

Not open to Freshmen.

Second semester.

4 hours.

V. AMERICAN COMMONWEALTH.

In this course Bryce's *American Commonwealth* is used as a text. It includes a thorough discussion of the political and social institutions of the National and State Governments, and the Political Party System of the United States. A course intended to prepare young men and women for good citizenship.

Open to Juniors and Seniors.

1911-12 and alternate years.

First semester.

4 hours.

VI. SCIENCE OF FINANCE.

This course embraces a comparative and critical study of Government Expenditures and Revenues, a thorough discussion of the various theories and forms of taxation, and a study of the effects and significance of modern public credit as portrayed in our enormous public debt.

Open to Juniors and Seniors.

1911-12 and alternate years.

Second semester.

4 hours.

VII. FINANCIAL HISTORY.

In this course the following subjects are carefully studied and discussed: Colonial Finance; Coinage System of the United States; Federal Tariff Legislation; State and National Banking Systems; Financial Legislation of the Civil War Period; the Free Coinage Struggle; the National Debt, and other kindred topics.

Open to Juniors and Seniors.

1911-12 and alternate years.

During year.

2 hours.

VIII. CONSTITUTIONAL LAW.

A comparative study of the Constitutions of England, Germany, France, and the United States. The discovery of the fundamental principles of public law common to all is the aim of the study.

Open to Juniors and Seniors.

1912-13 and alternate years.

First semester.

4 hours.

IX. INTERNATIONAL LAW.

This course treats of the general principles of International Law as it has been developed by treaties, agreements and usages of the civilized nations as shown in legislation, court decisions, and in the conduct of these nations.

Open to Juniors and Seniors.

1912-13 and alternate years.

Second semester.

4 hours.

X. HISTORY OF ECONOMICS.

This course gives a historical study of the various systems of Political Economy as they have developed. The theories of all the principal writers on the Science of Economics are thoroughly and critically studied and discussed.

Open to Juniors and Seniors.

1912-13 and alternate years.

Throughout the year.

2 hours.

History

PROFESSOR ALDERSON.

I. MEDIEVAL HISTORY.

The history of Europe from the disintegration of the Roman Empire to the close of the fifteenth century. The Germans; the Church and its influence; Charlemagne; feudalism; the crusaders; rise of modern nations; revival of learning; the reformation. Text-book and collateral reading.

Open to Freshmen.

Given in 1912-13.

Throughout the year.

2 hours.

II. MODERN EUROPEAN HISTORY.

Europe from the opening of the French Revolution to the present day. The development of institutions and international relations during the French Revolution and the Napoleonic period; the restoration; the struggle for constitutional government and rights of nationality; the eastern question; the expansion of Europe; the Far East. The text is Robinson and Beard. Collateral reading is required.

Open to Freshmen. Given in 1911-12.

Course I or II prerequisite to all elective courses.

Throughout the year.

3 hours.

III. GREEK HISTORY.

The study of the development and character of Greek civilization. The early city states; the Persian wars; formation of the Athenian Empire; the struggle for supremacy; the rise of Macedonia. Bury's History of Greece.

Given in 1911-12.

First semester.

2 hours.

IV. ROMAN HISTORY.

History of the Roman Republic and the Empire. The growth of Rome; economic and social problems; failure of reform measures; overthrow of the republic; the early emperors; spread of Christianity; the Germans; disintegration. Abbot's Roman History and Roman institutions. Collateral reading.

Given in 1911-12.

Second semester.

2 hours.

V. ENGLISH HISTORY.

The object of the course is to trace the origin and development of Anglo-Saxon institutions. Early political organizations; the Norman Conquests; origin and growth of Parliament; monarchy under the Tudors; the struggle with the Stuarts; reforms of the nineteenth century; the British Empire; text-book, lectures, and required reading.

Given in 1912-13.

Throughout the year.

3 hours.

VI. THE AMERICAN REVOLUTION.

The course deals with social, political, and constitutional questions. The British imperial system; causes of the American revolt; growth toward independence and union; dissolution of the Con-

federation. Establishment of a national government. Text-book and required reading.

Given in 1911-12.

First semester.

3 hours.

VII. THE SLAVERY STRUGGLE.

The plantation system; anti-slavery agitation; slavery in the territories; secession; the Civil War; theories and process of reconstruction; the amendments; the New South; the race problem. Lectures and collateral reading.

Given in 1911-12.

Second semester.

3 hours.

VIII. HISTORY OF THE WEST.

A course dealing with the growth of the West. Migration of the West; frontier life and ideals; the formation of new communities; the public land system; internal improvements. Lectures and collateral reading.

Given in 1911-12.

Second semester.

2 hours.

IX. POLITICAL PARTIES.

A study of the organization of modern political parties in the United States. Growth of the party system; party organization; analysis of platforms; third party movements and their effect. For this course a knowledge of our political history is required.

Given in 1912-13.

First semester.

2 hours.

X. CONSTITUTIONAL HISTORY.

The course includes a special study of Madison's Journal of the Federal Convention. Students wishing to take this work must have completed Courses VI. and VII. Woodburn's *Syllabus* is used as a guide.

Given in 1910-11.

First semester.

2 hours.

XI. HISTORY SEMINARY.

This work consists of individual research on selected topics in American history. The results of investigation are presented in reports. In 1909-10, the topic for investigation was the formation, workings, interpretations and results of the Kansas- Nebraska Act.

Given in 1910-11.

Throughout the year.

1 hour.

Education

PROFESSOR BENNETT.

I. HISTORY OF EDUCATION.

This embraces a study of the educational systems of Oriental nations; Greek and Roman education; Christian education; the Renaissance; the rise of universities. It lays especial stress upon the worth of educational doctrines as advanced by leaders in educational reforms.

Open to Freshmen.

First semester.

3 hours.

II. SCHOOL MANAGEMENT.

This course includes the study of the meaning and function of the school; its organization and equipment; the teacher,—his personal, scholastic, moral and legal qualifications. The teacher's responsibility, work and rewards. A discussion of the classification, examination and promotion of pupils; the program; motives and incentives; methods of government, control and punishment; care of the school plant; co-operative plans.

Open to Freshmen.

Second semester 1911-12.

3 hours

III. PRINCIPLES OF EDUCATION.

This course contemplates a study of the principles underlying intellectual and moral education. Bolton's *Principles of Education* is used as the text.

Open to Sophomores.

Summer School 1912.

Throughout the year.

2 hours.

IV. SCHOOL ADMINISTRATION.

The function, organization and promotion of secondary education are thoroughly discussed. The relation and co-operation between superintendent, principal, supervisor, teacher, pupil and parent and school-board studied. Hollister's *High School Administration* is used as the text.

Open to Sophomores.

Summer School 1911,

First semester 1912.

V. HISTORY OF EDUCATION IN THE UNITED STATES.

This course is a study of the American Public School system, with special reference to the development and growth of secondary schools. Dexter's text is used.

Open to Juniors and Seniors.

First semester 1911-12.

2 hours.

VI. SECONDARY SCHOOL METHODS.

This course includes a study of the educational value, correlation and methods of presentation of the high school studies. DeGarmio's *Principles of Secondary Education* is used as the text.

Open to Juniors and Seniors.

First or Second semester

2 hours.

VII. The PHILOSOPHY OF EDUCATION.

This course contemplates a critical study of the nature of the mind; the end, aims and limits of education; the subjective and the objective means in the process.

Open to Juniors and Seniors.

Second semester 1913.

2 hours.

Course XII. in Latin, Course VII. in German, Courses I., II. and III. in Philosophy, and all courses in Psychology may be included in a major or minor in Education.

Mathematics and Astronomy

PROFESSOR SIMONSON.

I. PLANE AND SPHERICAL TRIGONOMETRY.

The trigonometric functions, trigonometric formulæ, equations involving trigonometric functions, the use of logarithms in trigonometrical calculations, and the solution of plane and spherical triangles.

Open to Freshmen.

Prerequisite to courses 4, 5, 6, 8 and 12.

First semester.

4 hours.

II. COLLEGE ALGEBRA.

Proportion and variation, the progressions, convergency and divergency of series, undetermined co-efficients and partial fractions, the binomial theorem, and logarithms.

Prerequisite to courses 5 and 6.

First semester.

4 hours.

III. THEORY OF EQUATIONS.

The general properties of equations, the graphical representation of equations, methods of finding the real roots of higher degree equations.

Given by special arrangement.

4 hours.

IV. ANALYTICS.

The rectilinear and polar co-ordinate systems, equations of the first and second degrees, some of the higher plane loci, and the elements of solid analytics.

Open to those who have had Course I.

Prerequisites to Courses 5 and 6.

Second semester.

4 hours

V. DIFFERENTIAL CALCULUS.

Differentiation of algebraic and transcendental functions, expansion of functions, elusive forms, direction of curvature, maxims and minima of functions of one and of two variables.

First semester.

4 hours.

VI. INTEGRAL CALCULUS.

This course is continuous with 5, and includes elementary forms of integration, integration of rational fractions, integration by rationalization, integration by parts, trigonometric integrals, integration as a summation, definite integrals, application of integration to plane curves, moments of inertia, surfaces and volumes.

Second semester.

4 hours.

VIII. LAND SURVEYING.

Theory, use of instruments, field work, and platting.

Open to those who have had Course I.

Second semester.

4 hours.

XII. GENERAL ASTRONOMY.

The treatment is mainly descriptive, being designed for the general student of astronomy. Young's *Manual of Astronomy* is the text used.

Open to those who have had Course I and an elementary course in physics.

Second semester.

4 hours.

Courses 1, 2, 4, 5 and 6 should be included in a major in the department.

Psychology

PROFESSOR BENNETT.

I. GENERAL PSYCHOLOGY.

This course is required of all students who are specializing in education. It consists of a study of the fundamental facts of human consciousness. Text-book study, lectures, reports, experimental and demonstrational work, special assignments and class discussions.

Open to Sophomores.

Throughout the year.

3 hours.

II. GENETIC PSYCHOLOGY.

This course is intended as a study of the genesis of consciousness, together with a systematic study of child growth and development; sensory-motor, representative and intellectual stages of growth and culture; the problems of adolescence.

Free elective.

Summer School

2 hours.

III. EDUCATIONAL PSYCHOLOGY.

The pedagogical significance of the facts of psychology is the intent of this course. The psychology of learning, study, habit, memorization, drill and related themes. Course I a prerequisite.

Open to Juniors and Seniors.

First semester.

2 hours.

Latin

PROFESSOR McINTOSH

The purpose of the department is to give students, who major in Latin, a comprehensive view of the Latin language and literature, and to familiarize them with the history, manners and customs of the Roman people. The intelligent enjoyment of the masterpieces of Latin literature is the constant endeavor.

Four year units are required of students who desire to enter Latin I. This work should be Latin Grammar (1); Caesar, four books (1); Cicero, 6 orations (1); Virgil, 6 books (1).

I. CICERO AND PLAUTUS.

(a) Cicero. *De Senectute*. Plautus. *Menæchmi*. Reading, translation and a review of inflections and syntax.

First semester.

3 hours.

(b) Prose composition. Translation into Latin of connected passages of English, and a study of Latin style.

First semester.

1 hour.

II. HORACE AND LIVY.

(a) Horace: Selections from Odes and Epodes. Livy: Selections from Books I, XXI and XXII. In the first part of the course special attention is given to metrical reading, translation (oral and written) and a study of the literary forms. In connection with the reading of Livy the history of the periods covered will receive special attention.

Second semester.

3 hours.

(b) Prose Composition. A continuation of I. (b).

Second semester.

1 hour.

Courses I and II are offered each year, and are prerequisites to any of the succeeding courses.

III. PLINY AND MARTIAL.

Pliny. Selected Letters. Martial. Selected Epigrams. In connection with this course the life and manners of the Roman people during the Early Empire will be studied, and the students will prepare papers upon subjects relating thereto.

Not offered in 1911-12.

Open to all who have completed Courses I and II.

First semester.

3 hours.

IV. ROMAN SATIRE.

A study of the origin, history and development of Roman satire. Selections from the *Satires and Epistles of Horace* and the *Satires of Juvenal* will be read by the class. Each member of the class will be assigned some reading outside of the regular work to translate in the class.

Not offered in 1911-12.

Second semester.

3 hours.

V. THE MINOR WORKS OF TACITUS.

The *Agricola*, *Germania* and *Dialogus* will be read and carefully studied as to subject matter and literary form. The *Agricola* will be studied from the standpoint of encomiastic literature. Cæsar's account of the Germans will be compared with that of Tacitus as

found in the Germania. The development and decline of Roman oratory will be considered in connection with the Dialogus.

Not offered in 1911-12.

Second semester.

3 hours.

VI. ELEGIAC POETRY.

Catullus, Propertius and Tibullus. A rapid reading course in which the major part of the poems of the above mentioned authors will be read. Practice in metrical reading and a study of literary form.

Offered in 1911-12.

Second semester.

3 hours.

VII. ROMAN COMEDY.

A rapid reading of selected comedies of Plautus and Terence. This course will deal on the literary side with plot, character drawing, diction and style; on the linguistic side with vocabulary, metrical treatment and ante-classical forms and constructions.

Offered in 1911-12.

First semester.

3 hours.

VIII. RAPID READING COURSE.

Selections will be read from authors of all periods from the earliest to the latest, the aim being to acquaint the student with a large number of minor Latin authors. This course will also serve as the basis for a systematic study of Roman literature.

Not offered in 1911-12.

Second semester.

3 hours.

IX. ROMAN EPIGRAPHY.

Egbert's *Latin Inscriptions* will be the text studied, supplemented with other materials. A familiarity with the Corpus, ability to read the inscriptions and a conception of the importance and significance of Epigraphy will be the purpose of the course.

Not given in 1911-12.

First semester.

3 hours.

X. ROMAN PRIVATE LIFE.

This course is open to all college students, and while any of the preceding courses will be of great benefit, none of them is a prerequisite for this course. A systematic study of the manners and customs of the Romans is the purpose of the course, and the lectures of the instructor will be supplemented by numerous reports and papers

from members of the class. This course will be especially helpful to students who are preparing themselves to teach Latin.

Not given in 1911-12.

Second semester.

2 hours.

XI. ROMAN HISTORY.

Students majoring in Latin may apply the course in Roman History offered by the department of History toward their required hours for a major. For a description of the course see History department Course IV.

XII. TEACHERS' TRAINING COURSE IN LATIN.

This course is designed especially for those who intend to teach Latin. Courses I and II are a prerequisite. The history of Classical Philology, its scope and aim are briefly sketched. Some beginner's book is carefully studied, then parts of Cæsar, Cicero, and Virgil are read. The viewpoint of the teacher in the secondary school is constantly kept in mind, and the difficulties in the teaching of these subjects are discussed. Actual practice in teaching under supervision of the instructor also forms part of the work.

No credit for one semester's work.

Offered in 1911-12.

Throughout the year.

1 hour.

Greek

PROFESSOR McINTOSH.

Students entering without Greek may pursue Courses A, B, C, and D, as outlined under the academy courses and receive credit therein, thus preparing them to pursue the more advanced courses of the College.

I. INTRODUCTION TO TRAGEDY.

The tragedies selected for study for 1910-11 are the *Alcestis* of Euripides and the *Antigone* of Sophocles. The history and development of Greek tragedy and a brief survey of the history of Greek Literature will form a part of the course.

Offered 1911-12.

First semester.

3 hours.

II. HERODOTUS AND THUCYDIDES.

Selections from Herodotus and Thucydides will be read, and the history of the periods covered will receive special attention.

Second semester.

3 hours.

Offered 1911-12.

III. GREEK COMEDY.

Two or more plays of Aristophanes will be critically studied by the class, and others will be rapidly read by the instructor. A study of the origin and development of Greek comedy will form part of this course.

Not offered in 1911-12.

First semester.

3 hours.

IV. AESCHYLUS.

A study of two or more plays. Lectures upon the history and development of Greek Tragedy.

Not offered in 1911-12.

Second semester.

3 hours.

V. SOPHOCLES.

A study of two or more plays with rapid reading of others.

Not offered in 1911-12.

First semester.

3 hours.

VI. NEW TESTAMENT.

This is designed primarily as a rapid reading course in New Testament. Selections from the Gospels and Epistles will be read.

Not offered in 1911-12.

Second semester.

3 hours.

Philosophy

PROFESSOR PARKER.

I. ETHICS.

Attention is given to both subjective and objective phases. Study is made of the genesis of the moral aspiration, of the individual response to the sense of duty and basliar inspiration of virtue, with examination of historic systems and realization in religious and political institutions, including the relations of the subject to present-day problems of sociology, political economy and state craft.

The text-book is Dewey and Tugts' *Ethics* with readings from

Rand's *Classical Moralists* and Martineau's *Types of Ethical Theory*.

Open to Juniors and Seniors.

Given in 1911-12.

Second semester

2 hours.

II. LOGIC.

Consideration of the laws and formulas of discursive thought with requisite training in definition of terms, forms and statements of propositions, implications of extension and intension and moods and figures of the syllogism.

Levons' *Hill's Elements of Logic* or Creighton's *Introductory Logic*, with references to Hibben's *Inductive Logic*. For the study of the pedagogical relations of the subject use will be made of Taylor's *Elementary Logic*.

Open to Juniors and Seniors.

Given in 1912-13.

First semester.

4 hours.

III. HISTORY OF PHILOSOPHY.

Tracing of the development of principal forms of philosophy as the expressions of notable leaders and schools, with especial emphasis upon those which antedate and prophecy modern movements and tenets. The influence of biological science is carefully considered, and the implications of various forms of constructive and interpretative thought in relation to religion are fully discussed. The works of Rogers, Stuckenberg and Falckenberg are used for the record of controversy or development, and the student is introduced to the study of recent and special or ancient and recurring phases by the use of Hibben's *Problems of Philosophy*.

Open to Juniors and Seniors.

Given in 1911-12.

First semester.

4 hours.

IV. THEISM.

The various forms of theistic argument are examined and their relative bearing and worth carefully canvassed. Reading of history and study of the forms of thought that have from time to time occupied the minds of thinkers.

Bowne's *Theism* is used as the basis of recitation and discussion.

Open to Juniors and Seniors.

Given in 1912-13.

First semester.

4 hours.

V. CHRISTIAN EVIDENCES.

Fisher's *Grounds of Theistic and Christian Belief* is the text-book used, with other and extensive reading and individual research with preparation of theses.

Open to Juniors and Seniors.

Given in 1912-13.

Second semester.

4 hours.

Biblical Literature

PROFESSOR PARKER.

I. OLD TESTAMENT.

I. The first books of the Bible are studied as to their historic content and also as to their structure and the compilation of component parts into their present form, with notice of the distinguishing features of the principal classes of ancient manuscripts. The work of constructive criticism is indicated, but its partially tentative character is recognized, and detailed and exhaustive examination of the processes is not attempted. The individual judgment of the student is cultivated concerning the problems and vital bearing of the religion of the Old Testament.

Open to Sophomores, Juniors and Seniors.

Prerequisite for Course II. Given in 1911-12.

First semester.

2 hours.

II. Early Jewish history is traced with careful study of the personalities through whom was given determinative form to the unique and masterful religion of Israel.

Open to Sophomores, Juniors and Seniors.

Second semester 1911-12.

2 hours.

III. From the division of the kingdom to the Babylonian Exile, with especial reference to the influence of the prophets, with investigation of their individuality and the products of their utterances, recognizing them as models for the study of oratory as well as of practical philanthropy and reformatory measures.

Open to Sophomores, Juniors and Seniors.

Prerequisite for Course IV.

Frist semester 1912-13.

2 hours.

IV. The same methods and processes are applied to the investigation of post-exile Judaism relative to the history of the people, their kings and prophets, with notice of the trend of ethical movement and consideration of the analogies and applications to modern times. Kent's *Historical Bible* is used as a basis for study throughout these four courses.

Open to Sophomores, Juniors and Seniors.

Secoed semester 1912-13.

2 hours.

II. NEW TESTAMENT.

V. The life of Christ is investigated in every essential aspect of its history and influence. The questions of the harmony of the synoptic gospels are brought adequately to the attention of the student and are considered in the light of recent and significant research.

The effect of contact of disciples with the Man of Galilee and the successive stages of their training are emphasized.

Rhee's *Life of Jesus of Nazareth* is used as a text-book with collateral readings and study of special topics.

Open to Sophomores, Juniors and Seniors.

Given in 1911-12.

First semester.

2 hours.

VI. APOSTOLIC CHURCH.

The relations of Judaism and Christianity are considered in the stages of both earlier and later growth. The lines of division are observed, points of contact and separation indicated, the character of the rupture between the new and the old is shown. The missionary impulse is regarded in its initiation and progress.

St. Paul is studied in the light of chronological reference to his Epistles.

Purves' *The Apostolic Age* is studied, while considerable use also is made of *The University New Testament*.

Open to Sophomores, Juniors and Seniors.

Given in 1911-12.

Second semester.

2 hours.

VII. CHURCH HISTORY.

Fisher's *History of the Christian Church* is used as the basis for study and recitation, but amplification is secured by assignments and readings upon special epochs and leaders.

Open to Juniors and Seniors.

Given in 1911-12.

First semester.

VIII. BIBLE LITERATURE.

The literary study of the Bible is an essential key to its meaning. The purport and purpose of Scripture is often most readily and correctly interpretable through study and observance of the form. Whether the text be history, poem, proverb or oration must be determined before spirit and content can be understood. Moulton's *Literary Study of the Bible* is the text, with due attention to analysis of selected portions of the varied forms.

Open to Juniors and Seniors.

Given in 1912-13.

Second Semester.

4 hours.

German Language and Literature

PROFESSOR SCHUESSLER.

The aim of the department in the work of the first year is to give the student a thorough knowledge of the fundamental principles of the German language, to acquire an extended vocabulary and a proper pronunciation, as well as to get the student interested in the spirit and character of German literature.

During the second, third and fourth year the best works of noted authors are read. The purpose of the advanced courses offered is to give the student a general view of German literature.

The different periods—Storm and Stress, Classical, Romantic, Young-Germany, and the Naturalistic—will be treated in lectures.

The following courses are offered:

I. BEGINNING GERMAN.

This work comprises careful drill upon the elements of grammar, with especial stress laid upon the acquisition of a good working vocabulary.

After the fourth week students begin to read easy prose, memorize poems and learn folk-songs. In order that the student may acquire the knowledge to understand the spoken German, the work of the teacher and student in the class-room is carried on in German as far as practicable. Special attention is given to colloquial, every-day German as the student will hear it spoken by the German-American.

(a) Grammar. Kayser and Montesper.

Reading. Seeligmann's *Altes und Neues*. Bacon's *Im Vaterland*. Allen's *Herein*.

First semester.

4 hours.

- (b) Grammar. Kayser and Monteser.

Reading. Storm's *Immensee*.

Hillern's *Höher als die Kirche*.

Second semester.

4 hours.

II. and III. INTERMEDIATE GERMAN.

In the courses of the second year, the purpose is to introduce the student to some of the best productions of narrative and descriptive prose and selected dramas. A portion of the time is devoted to grammar review to give the student an opportunity to make practical application in composition work and see how these principles have been employed by the best writers. An effort is made to gain the greatest possible facility in reading, understanding, and the use of the spoken idioms.

II. PROSE COURSE.

Texts will be chosen from the following:

- (a) *Das Edle Blut, Der Letzte, Der Neid, Der Fluch Der Schönheit, Burg Neideck, In St. Jürgen, Eigensinn, Die Schildebürger, Einer Musz Heiraten, Fritz Auf Ferien.*

First semester.

4 hours.

- (b) *Es War Einmal, Schwiegersohn, Brigitta, Journalisten, Soll Und Haben, Der Zerbrochene Krug, Freiherrn Von Gemperlein, Kramdambali, Pole Poppenspaeler, Will kommen In Duetschland, Der Prozess, Unter Vier Augen.*

Second semester.

4 hours.

III. DRAMA COURSE.

- (a) Lessing's *Emilia Galötti und Minna von Barnhelm*. Schiller's *Wilhelm Tell* and *Maria Stuart*.

First semester.

4 hours.

- (b) Goethe's *Herman und Dorothea* and *Dichtung und Wahrheit* Hatfield's *Lyrics and Ballads*.

Second semester.

4 hours.

IV. GOETHE AND SCHILLER.

This course is intended to comprise an intensive study of some of the best works of Goethe and Schiller. A study of their lives, the social, political and literary conditions and their relation to their contemporaries will be presented in the form of lectures and discussions of papers based on the assigned readings.

- (a) Schiller.

First semester.

4 hours.

(b) Goethe.

Second semester.

4 hours.

V. MODERN GERMAN LITERATURE.

(a) The drama in the nineteenth century under the influence of Romanticism. The first Romantic School will be treated in lectures. Representative works of Grillparzer, H. von Kleist and Hebbel will be read. Written reports required.

First semester.

4 hours.

(b) The novels and dramas under the influence of the "Young German" period.

Among the authors studied are: Hebbel, Heine, Gutzkow, Ludwig, Laube. The minor authors will be treated in lectures. Written reports required.

Second semester.

4 hours.

(c) Modern Drama and Novel.

Representative works of Hauptmann, Sudermann, Wildenbruch, Fulda, Ernst and others will be studied.

Second semester.

4 hours.

(b and c alternate).

VI. HISTORY OF GERMAN LITERATURE.

The object of this course is to give a general survey of the development of German literature from the earliest times to the present. The text-book is supplemented by lectures and reports of students on assigned readings from Hetner's *Litteraturgeschichte*, Scherer's *Geschichte der Deutschen Litteratur*, Francke's *History of German Literature as determined by Social Forces*.

Open to Juniors and Seniors.

Throughout the year

2 hours.

VI. TEACHER'S COURSE.

This course is arranged for third and fourth year students who intend to teach German. The needs of teachers in secondary schools will be given special consideration. A thorough study is made of the main difficulties of pronunciation and grammar. The most important methods of modern language instruction are discussed, text books selected and carefully studied. The student will be given opportunity for observation and practice work.

The first part of the semester is devoted to a thorough review of grammar.

Second semester.

2 hours.

Any other course will be arranged if the needs of the student require it.

French

PROFESSOR SCHUESSLER.

I. The object of the work of the first year is to give the student a knowledge of the essentials of grammar, fluency in pronunciation and proficiency in translation.

Daily written work is required.

(a) Grammar—Fraser and Squair.

Reading—Guerber's *Contes et Legendes*.

Halevy's *L'Abbè Constantin*.

First semester.

4 hours.

(b) Grammar—Fraser and Squair.

Reading—Daudet's *Le Petit Chose*.

Malot's *Sans Famille*.

Second semester.

4 hours.

II. The aim of this course is especially to impart the facility of reading.

Selections will be made from the following:

(a) Merimee's *Colomba*.

La Brete's *Mon Oncle et Mon Curé*.

Erckmann. Chatrian. Madame Therese.

Sand's *La Mare au Diable*.

First semester.

4 hours.

(b) Chateaubriand's *Atala*.

Bazin's *Les Oberle*.

Loti's *Pêcheur d'Islande*.

Lamartine's *Jeanne d'Arc*.

Taine's *Ancien Régime*, and other works of similar character

Second semester.

4 hours.

Botany

PROFESSOR COLLETT.

I. GENERAL BOTANY.

This course is so designed as to give the student such a knowledge of the various phases of botanical science as will enable him to pursue successfully more advanced courses and at the same time to meet the requirements of those who wish only a general knowledge of the science. The subjects taken up are:

(a) Plant Physiology.—The plant is studied as a living object, special attention being given to the nature and work of protoplasm, the nature and source of food, the metabolic processes and the phenomena of growth.

(b) Morphology.—A series of plants representing all the chief groups from the Algae and Fungi to the Spermatophyta are studied, especially with reference to the development from the simpler to the more complex forms. These types are so chosen that in addition to illustrating morphological development they will at the same time familiarize the student with the flora surrounding him. Special attention is given to the green Algae, the Bacteria and parasitic Fungi during the first semester, while the Bryophyta, Pteridophyta and Spermatophyta are studied the second semester. This work closes with a comparative study of plant tissues and organs.

Open to Freshmen.

Prerequisite for all advanced courses in Botany.

Throughout the year.

4 hours.

II. GENERAL MORPHOLOGY.

(a) Pteridophytes.—A general study of the morphology, embryology, and histology of the Lycopodales, Equisetales and Filicales, followed by a detailed study of the more important genera of the ferns; special attention being placed upon the cytological distinction of alternation of generations, sterilization, establishment of the independent sporophyte, Heterosporous and seed habit.

First semester.

4 hours.

(b) Spermatophytes.—Similar to the preceding, being general survey of the gymnosperms with a detailed study of the conifers. The greater portion of the time will be given to the study of the life history and structure of some common seed plant.

Second semester.

4 hours.

III. FUNGUS DISEASES OF PLANTS.

A critical study of the more common diseases due to fungi, with special reference to those affecting field, orchard and garden crops. Culture of available forms will be carried on in the laboratory. The common method of combatting the same will be considered.

First semester.

2 hours.

IV. ECOLOGY.

Adaptation of the plant to its environment and its relatives. The functions of the various parts of the plant are studied with

special reference to their environment and the influence of the latter upon the plant as a whole. In order that a better understanding of these relations be secured, work will be carried on as much as possible in the field.

Second semester.

3 hours.

V. TAXONOMY.

A careful study of the characteristics of typical families and their relations to each other. The surrounding country offers excellent opportunity for collecting a great variety of plants. Those who major in this department may make one or more credits by doing this work through the summer months.

Second semester.

3 hours.

VI. BOTANICAL METHODS.

The problems of the high school teacher, equipment of laboratory, course of study, and texts will be studied. This course will not count upon a major in Botany.

Open to all who have completed Course I by the end of the year.

Zoology

PROFESSOR COLLETT.

I. GENERAL ZOOLOGY.

The problems of Zoology are treated in such a manner as to prepare the student for more advanced courses and at the same time meet the requirements of those who wish only a general knowledge of the subject. A careful study is made of representatives of the various phyla of the animal kingdom. The types studied are so chosen as to bring out the progressive development of the animal series and at the same time to familiarize the student with members of the local fauna. Taxonomy, morphology, phylogeny, and ecology are all taken into account.

Lectures and laboratory work based on Thompson's *Outlines of Zoology*, supplemented by collateral reading and field work.

Open to Sophomores.

Prerequisite for Course II.

Throughout the year.

4 hours.

II. ANIMAL HISTOLOGY.

A study is made of the minute structure of animal tissues. The course consists primarily of laboratory work so arranged as to give a thorough drill in histological methods as well as to bring out the

details of tissue structure. The course is of especial value to those who purpose taking a medical course.

Lectures, collateral reading, and laboratory work. Text, Dalgreen & Kepner.

Open to Juniors and Seniors.

First semester.

4 hours.

III. PHYSIOLOGY.

The functions of the various organs of the body are studied from a histological standpoint. The laboratory work is based upon a careful study of human tissues, about one hundred sections being available. Reference books: Foster, Hough and Sedgwick, and Pier-sol.

Three lectures and one laboratory period of two hours.

Open to Juniors and Seniors.

Second semester.

4 hours.

Chemistry

PROFESSOR HEUSE.

I. GENERAL CHEMISTRY.

This course, which is open to all college students, includes two classroom periods per week, and two laboratory periods (of two hours each) per week throughout both semesters of the college year. It is designed both to meet the needs of those that devote but one year to the study of chemistry and also to serve as a suitable basis for future work in the case of students who pursue the subject further. During the first semester, the work deals with the general principles of the science, and with a study of the nonmetallic elements, while the work of the second semester is devoted mainly to a study of the metallic elements, their classification, compounds, and chemical properties.

Open to Freshmen.

Prerequisite for all other courses in Chemistry.

First and second semesters.

4 hours.

II. QUALITATIVE ANALYSIS.

The work in this course begins with a laboratory investigation of solubilities of different salts of the metals. On the basis of these solubilities, the metals are "grouped," and these groups studied as to their details and their relations to each other. The analytical work consists first of solutions containing metals of one or more groups, and, after a preliminary study of the acid radicals and

their reactions, takes up analysis of solids; including mixtures of increasing complexity.

Text: Dennis and Whittelsey's *Qualitative Analysis*.

First semester.

4 hours.

III. QUANTITATIVE ANALYSIS.

This course aims both to familiarize the student with the fundamental principles of gravimetric and volumetric analysis, and to lead him to acquire at least a measure of manipulative skill in the application of these principles as exemplified in the making of various determinations and also some complete analyses, these including both such as are of especial theoretical significance and also some that are especially of technical importance.

Prerequisite Chemistry II.

Second semester.

4 hours.

IV. ORGANIC CHEMISTRY.

This course is an "introduction to the compounds of carbon," aiming to acquaint the student with the various classes; and also to acquaint him with laboratory methods in the preparation, separation, and purification of such compounds.

Prerequisite Chemistry II.

First and second semesters.

4 hours.

Course IV alternates with Courses II and III. Course IV will be offered in year 1911-12.

V. BLOWPIPE ANALYSIS.

In this course there are studied the methods employed in "dry analysis". The student's introduction to these methods is by means of "known" substances and the further application of the knowledge thus acquired is in the analysis of "unknowns," including not only salts, but also substances of mineralogical and other industrial significance.

Prerequisite Chemistry I.

First semester.

2 hours.

VI. AGRICULTURAL CHEMICAL ANALYSIS (Quantitative).

This course is largely a "laboratory course," dealing with the fundamental methods of Agricultural Analysis as carried out in the American Experiment Stations, and as exemplified by a few typical examples such as analysis of dairy products, of feeding materials, of fertilizers and of soils.

Prerequisite Chemistry III.

Second semester.

4 hours.

Physics

PROFESSOR HEUSE.

I. GENERAL PHYSICS.

This course aims to acquaint the student with the fundamental principles of the science and with some of their technical and industrial applications. While many of the phenomena studied are the same as have been taken up in the Academy Course, they are here taken up from a more advanced viewpoint. This course aims to bring out more strongly the essential unity of the subject, deals much more extensively with its mathematical phases and demands a greater accuracy on the part of the student, both in observation and measurement, and also in his thinking; aiming to lead him more extensively and thoroughly into a habit of accurate deduction and logical thinking. The course runs through the two semesters, there being two class-room periods and one laboratory period (of two hours) per week. The first semester's work is given entirely to Mechanics and Heat, while during the second semester the divisions taken up are Sound, Magnetism and Electricity, and Light.

Open to Sophomores.

Prerequisite: Physics A and Trigonometry.

First and second semesters.

3 hours.

Geology

PROFESSOR HEUSE.

I. (a) GENERAL GEOLOGY.

This course takes up a study of the materials, agents, and processes involved in the development of the earth's present features and includes two hours per week of class work or field trips, for which the location of the University is especially advantageous; and two periods (of two hours each) per week in the laboratory, in which work a large part of the time is devoted to the study and identification of minerals and rocks on the basis of both physical and chemical characteristics.

(b) HISTORICAL GEOLOGY.

This course is a study of the evolution of the earth and its life, both plant and animal. The plan of the work is the same as

in course (a), with the exception that the laboratory work consists largely of a study, and later the identification, of a few of the more characteristic fossils from the various horizons.

Prerequisites: General Chemistry and General Zoology.

Given in alternate years. Not given in 1911-12.

First and second semesters.

4 hours.

English Language and Literature

PROFESSOR GOHEEN, PRESIDENT COOPER.

I. RHETORIC.

A review of rhetorical theory and the analysis of prose selections. Special study of the paragraph. Papers in description, narration, exposition and argumentation.

Required of freshmen.

Throughout the year.

2 hours.

II. POETRY.

The purpose of this course is to lead the student to secure a true appreciation of poetry. "Alden's Introduction to poetry" is used as a text. Representative poems are read in the class. Outside reading. Occasional themes.

Throughout the year.

2 hours.

III. CHAUCER.

Eight of the Canterbury Tales are read in the class with the purpose of giving an intelligent appreciation of Chaucer and his age. Outside reading.

First semester.

2 hours.

IV. THE NOVEL.

The development of the novel is traced and such things as the external structure, the subject matter, the style and the influence of the novel are considered. Lyly, Sidney, Lodge, Nash Deyoe, Richardson, Fielding, Smollett, Sterne, Goldsmith, Scott, Thackeray, Eliot and Dickens are read. Entrance by permission.

Second semester.

2 hours.

VI. THE SHORT-STORY.

An endeavor is made to place the Short-story and a close study of its distinguishing characteristics is undertaken with this purpose in view. Original short stories are required.

Not given in 1910-11.

Second semester.

2 hours.

VII. SPENSER, MILTON AND POPE.

Representative works of these authors are studied in the class. Special attention is paid to the style and to the message. The influence of these poets upon literature and the position they occupied in their age are considered. Special attention is also given to the nature of literature and types of literature. Winchester's *Principles of Literary Criticism* serves as a guide. Assigned readings. Occasional themes.

Not given in 1910-11.

Throughout the year.

3 hours.

VIII. THE AGE OF ROMANTICISM.

Cowper, Burns, Scott, Wordsworth, Coleridge, Byron, Shelley, Keats and Moore are read; the influence of the French Revolution; the attitude of these poets toward nature, their love for the picturesque and their manner of expression, are some of the points taken up for discussion.

Throughout the year

3 hours.

IX. VICTORIAN POETRY.

A wide reading of Victorian poetry, and a careful inquiry into its nature and the forces that made it, with special critical study of the work of Tennyson, Arnold, Browning, and illustrative readings from Mrs. Browning, the Rosetti's, Morris, Swinburne.

Open to students who have had I., II., VII., or VIII.

Not given in 1910-11.

Throughout the year.

3 years.

X. SHAKESPEARE.

All of Shakespeare's writings are read by the student; some fifteen of the plays, representative of types, are carefully studied in class; interpretative lectures are given by the instructor.

Open to students who have had I. and II. and VII., or VIII.

Throughout the year.

3 hours.

Public Speaking and Debate

PROFESSOR GRISCOM.

PRACTICAL PUBLIC SPEAKING.

(A). Offers the maximum of practical training with the minimum of theory through the analysis and interpretation of great orations and actual practice in their oral presentation.

First semester.

2 hours.

(B). A continuation of (A).

Presents a thorough study of the principles involved in the construction of the oration, including critical analysis—a preparation of subject matter, psychological aspects—personality—the relation between speaker and auditor, etc. Practical work is required in the preparation of speeches of welcome, eulogy, and farewell—addresses for public and political occasions—addresses upon social and economic problems—after dinner speeches, etc. In addition, one original oration of not less than one thousand nor more than fifteen hundred words is required.

Second semester.

2 hours.

ARGUMENTATION AND DEBATING.

These courses aim to cultivate the power to think clearly, methodically, and logically; to form quickly effective ideas, and to present them in a convincing manner; in brief, to make plain and usable to the student the science of debating.

(A.) Principles of Argumentation and Brief Drawing.

Presents a thorough study of the principles of Argumentation and Debating and actual training in the preparation of briefs for debate upon assigned subjects.

First semester.

2 hours.

(B). The Technique of Debating.

A continuation of Course (A). Deals with the technique of debating—the marshalling of evidence—the consideration of the admissibility and worth of various kinds of evidence—inductive and deductive argument—fallacies—principles and qualities of style—persuasion—arousing the emotions—appealing to the intellect—platform deportment—the ethics of debating, etc. Practical application of theoretical instruction is gained through actual classroom debates upon current problems.

Second semester.

2 hours

The School of Education

ARTHUR ELLSWORTH BENNETT, A. M., Ph. D., Dean.

I. THE SCHOOL OF EDUCATION.

Seniors in the College of Liberal Arts who have taken fourteen hours in pedagogy and six hours in descriptive and explanatory psychology are entitled to a five years' state certificate in Iowa without examination. The School of Education is fully accredited by the State Board of Educational Examiners and the majority of adjoining states honor our graduates in pedagogy by granting certificates without examination.

Studies in all the departments of pedagogical training are offered to those desiring to teach. Graduates of the School are prepared for high school teachers, principalships and the superintendency of schools. We have been unable to supply the demands made by school boards upon this department for grade teachers and school principals.

The specifically required courses for all those who plan to complete the work of the School of Education are as follows; Education,—Course V., the History of Education in the United States, Course VI., Secondary School Methods, Course VII., The Philosophy of Education; Psychology,—Course I., General Psychology. Students may elect other studies in education to complete a major or minor. They may include Logic, Ethics and The History of Philosophy from the philosophical studies as a part of said major or minor course.

II. THE NORMAL COURSE.

The Normal Course comprehends the completion of the Sophomore year of the College of Liberal Arts with twenty hours in education and psychology as a part of the work included in the list of credits. This means that graduates of accredited high schools must take two years of College work before they can graduate from the Normal Course. This should include enough work in psychology and education so that twenty semester hours are to their credit.

In planning this work the student should include therein one year in English, after the preparatory work, a year of College science with the professional studies. The remaining studies are all elective.

Students receive diplomas upon graduation and are entitled to a two-year state certificate in Iowa, subject to renewal, due to the full accreditation of the work in the course by the Iowa State Board of Educational Examiners.

III. COUNTY CERTIFICATE COURSE.

All the subjects of study required for a first grade county certificate in Iowa are included in the Academy course of study. All of the common branches are taught and classes in physics, civics, elementary political economy and vocal music are maintained.

IV. COMMON SCHOOL REVIEW STUDIES.

Many mature students from the elementary schools feel the need of intensifying the work they have already had by further studies in the common branches. Such students will find classes in orthography, physiology, geography, grammar, history, arithmetic, vocal music, drawing and penmanship suited to their needs. Many boys and girls do not find in the country schools classes suited to their advancement. These will find nothing to prevent them from advancement as rapidly as they can master the work in these much neglected studies.

V. TEACHERS' COURSE.

The School of Education has arranged for special teacher's courses in the languages and the sciences, given by the heads of the college departments as a means of special preparation for teaching in those departments. For such courses consult the description of Courses for the departments of the College of Liberal Arts, pages 29 to 57.

The School of Music

CHARLES DANIEL NEFF, A. M., Mus. D., Director.

JOHN WILLIS CRAIN, Mus. B.

GENERAL DESIGN.

It is the aim of the School of Music to produce artistic players and singers who know and love music. To this end, thorough instruction is provided in the theoretical as well as in the practical branches of the art. A full course leads to graduation, but special courses may also be taken by those who prefer to study music as an accomplishment rather than from the standpoint of others who desire to fit themselves for teaching or for a professional career.

Instrumental Music

PROFESSOR NEFF.

Course of Study.

I. PIANOFORTE.

Grade I.

National Graded Course. Grade I.

Studies, Op. 82Gurlitt

Standard Graded Course, Grade I.....Mathews

New England Conservatory Method. Part I.

Studies, Op. 50 and 151Koehler

Technical Exercises.

Grade II.

Scales, Major, Minor, Thirds and Sixths.

Broken Chords through two and four Octaves.

Studies, Op. 176, Books I and II.....Duvernoy

Easy Studies, Op. 139, 2d bookCzerny

National Graded Course. Grade II.

Standard Graded Course. Grade II.

First Lessons in Phrasing and Musical Interpretation.....Mathews

Etudes. Op. 100Burgmueller

Album for the YoungSchumann
 Studies, Op. 47. Book IHeller
 Studies. Op. 8Doering
 Selections from N. E. Conservatory Pianoforte Course.
 Sonatines and Easier Pieces, by Clementi, Kuhlau, Reinecke, Gurliitt,
 Wolff, Scharwenka and others.

Grade III.

Touch and TechnicMason
 Little Preludes and FuguesBach
 Thirty Selected Studies (Presser) Heller
 New School of Velocity. Op. 50Hasert
 School of Velocity. Op. 61Berens
 Songs Without WordsMendelssohn
 National Graded Course. Grade IIIGreat Composers
 Elements of Modern Octave PlayingTurner
 Octave Studies. First bookKullak
 School of Velocity. Op. 299Czerny
 Sonatas—The easier onesMozart, Haydn, Clementi

Grade IV.

Two Part and Three Part InventionsBach
 Touch and TechnicMason
 Art of Finger Dexterity. Op. 740Czerny
 Studies for the Left Hand. Op. 15Krause
 Fifty Selected StudiesCramer-Buelow
 Damper Pedal Studies. Op. 15Turner
 Octave StudiesLow
 Ten Etudes. Op. 5Krause
 Etudes Poesies. Op. 53Haberbier
 Studies in Phrasing and InterpretationMathews
 National Graded Course. Grades IV and V.....Great Composers
 Forty Daily Studies. Op. 337Czerny
 NocturnesField
 Nocturnes, Waltzes, PreludesChopin
 WanderbilderJensen
 Art of Phrasing. Op. 16Heller
 Gradus ad ParnassumClementi-Tausig
 Compositions by Beethoven, Schubert, Schumann, Mendelssohn,
 Weber, Mozart, Bach, Handel, Haydn and others.
 Modern compositions by Raff, Bendel, Moszkowski, Schulhoff, Henselt.
 Liszt, Chopin, Grieg, Tschalkowski, MacDowell and others.

Grade V.

Gradus ad Parnassum	Clementi-Tausig
Studies. Op. 20	Kessler
Studies. Op. 26	Thalberg
Studies. Op. 70	Moscheles
Seven Octave Studies. Op. 48	Kullak
Touch and Technic	Mason
Daily Exercises	Tausig
Studies for Expression and Technique	Neupert
Preludes and Studies (Easier Numbers)	Chopin
Technical Exercises	Mertke
French and English Suites	Bach
Well-Tempered Clavichord	Bach
Nocturnes, Waltzes, Polonaises	Chopin
Classic Pieces by Old Masters.	
Modern Compositions by Raff, Rubinstein, Bendel, MacDowell, Moszkowski, Leschetitszki, Henselt, Chaminade, Beach, Schulhoff, Liszt, Sonatas, Solo Works, Schumann, Beethoven.	

Grade VI.

Well-Tempered clavichord	Bach
Etudes. Op. 10, Op. 25	Chopin
Studies. Op. 2. Op. 5.....	Henselt
Gradus ad Parnassum	Clementi-Tausig
Phantasie Pieces, Novelettes, Night Pieces	Schumann
Etudes Symphoniques	Schumann
Waldesrauschen and Gnomenreigen	Liszt
School of Virtuosity. Op. 365	Czerny
National Graded Course. Grades VI and VII	
.....	Great Composers
Sonatas	Beethoven
Solo Works of Beethoven, Bach, Chopin, Schumann, Liszt, Raff, Rubinstein, Grieg, Saint-Saens, Brahms.	
Bach's Organ Fugues transcribed by Tausig and Liszt.	

II. HARMONY.

Harmony is to music what grammar is to language. It is the *sine qua non*, the indispensable part of one's study in every department of music. No one is entitled to the name "musician" who has not a thorough knowledge of harmony.

Systems of intervals. The scales, major and minor. Triads of the major and minor scales. Inversions of triads. Chords of the

seventh with their inversions. Chords of the ninth. Cadences. The augmented sixth chords, French, German, Italian and Neapolitan. Modulation. Suspensions and retardations. Organ point. Passing tones and chords. Harmonizing melodies and inventing themes. Part writing. Chorals. Chants. The C clefs. Writing accompaniments. Ear exercises.

III. GENERAL THEORY.

Elements of acoustics and tone quality. Accent, tempo. rhythms, melodies, dynamics. Treatment of themes and the transformation of motives. Musical form analyzed and explained. Description of orchestral instruments and their distinguishing characteristics. How music should be rendered and what its significance is. Theory of interpretation. Relation of music to other forms of art. General laws and principles underlying music as a science and as an art.

IV. HISTORY OF MUSIC.

The study of this important branch of musical education is required of all candidates for graduation. At the same time its value as a means of general culture to students of every department of the college must be self evident, since a goodly degree of familiarity with the men, the methods, the principles and the masterworks of which musical history treats, is everywhere assumed to be one of the essential elements in the equipment of the liberally educated.

The plan of instruction in the class room has in view a combination of the recitation and lecture systems. The end to be attained involves the attempt to gain a clear knowledge as to how music reached its present state; and the emphasis is laid on the men who developed music, on the study of their works, on the factors which influenced their careers, and on the ultimate value of their labors to the art and science of music.

PUBLIC EXHIBITIONS, RECITALS, CONCERTS.

Each year and each semester, public exhibitions will be given. There will be a number sufficient to arouse interest, to stimulate and inspire, but not so many as to divert the minds of pupils from study and practice. Thus limited, these recitals will be a most valuable factor in the student's progress, while at the same time, the institution and the community will not fail to recognize therein the evidences of a musical uplift.

ENSEMBLE PLAYING.

This is one of the important features of the course. Therein are to be found indispensable elements of musical culture, to be secured through no other method of training. Students who are sufficiently advanced, are required to perform in public not only in solo numbers, but also in four-hand, six-hand, and eight-hand pieces. Through such a medium is mind sharpened on mind and ability matched against ability. Faculty recitals occur at occasion intervals.

MEMORIZATION.

In the pianoforte department, one of the prime requirements is that much of the material used, in study throughout the course shall be memorized. This applies especially to pieces, which go hand-in-hand with etudes and technical exercises in every grade after the first. It is noteworthy that all the first-class pianists of Europe and America invariably play their entire programmes from memory. Rubinstein had a memorized repertoire of more than a thousand compositions. Only when the student has thoroughly committed his music to memory, then, and not till then, does his playing begin to assume the character of improvisation and to take on that freedom, spontaneity and subtleness of touch and tone which alone render artistic results possible on the piano. The student playing without notes has been obliged to make a most careful and critical study of every detail of notation, fingering, expression, phrasing, melody, rhythm and dynamics. He has meanwhile unconsciously been changing from a machine grinding out a fixed, fore-ordained measure of colorless tones, so many per minute, into a living, thinking being, capable of truthful, original expression in the world of tones. Therefore such a player impresses his hearers as being less an amateur and more a musician.

INSTRUMENTS.

The College is equipped with eleven pianos, several of which are available to students for practice and may be rented at reasonable rates. They are regularly tuned. There are also two organs. Five of the pianos are grands.

The Director's own instrument, on which his lessons are given, is a splendid Chickering concert grand piano.

A Steinway Orchestral Grand Piano has been added to the equipment of the School of Music. This superb instrument, the type

used by all the great concert pianists of Europe and America, affords facilities for concert work by the students here, such as are rarely to be found outside of the large cities.

Pipe organ students will find an instrument adequate to their needs in the Estey two-manual pedal organ, which was added to the equipment of the School of Music, November, 1907.

REQUIREMENTS FOR GRADUATION.

Three semesters of Harmony, two semesters of the Music Students' Club, Extension Course, embracing History and the study and performance of the works of the standard composers, together with one and a half semesters of Theory, are required of candidates for graduation.

The study of languages is strongly recommended.

The complete course extends through four years in the instrumental and theoretical departments. A year of post-graduate work is offered for the higher development of artistic and concert playing and for the further pursuit of studies in general theory. Thus a course of five years is available.

Vocal Music

PROFESSOR CRAIN.

Vocal music, since the beginning, has been the common language of the world, and today the most beautiful of all musical gifts is artistic singing. In no form of music is early training of such paramount importance as in the development of the Voice, for here the question is not only to acquire the technique of an instrument, but to mould, strengthen and train it in its growth toward maturity.

VOICE CULTURE.

A certain degree of perfection can be brought into every singing voice by a thorough understanding of vocal mechanism.

Voice culture means breath control. The student of voice should therefore make a careful study of the art of breathing. He must also learn to keep the throat open and free from all obstruction.

Only the free and unrestrained use of the throat will allow the tone to reflect into the nasal cavities, where it perfects itself through the head vibrations.

VOICE PLACEMENT.

We begin the study of voice placement, with careful work on single tones; we work for extension of compass and equalization of registers; we use vowels and consonants to secure correct pronunciation and clear articulation. Exercises for cultivation of velocity and execution, consisting of scales, major, minor, and chromatic ascending and descending in metrical form, also intervals and arpeggios gradually increasing in difficulty; portamento; staccato; appoggiatura; trillo mollo (slow trill), in strict time and ad libitum: its preparation and conclusion.

EXPRESSION.

Cultivation of taste to express the various emotions, so that the pupil may be able to understand and interpret for himself the writings, simple and moderately difficult, of the famous composers of the past and present.

General observations and precautions as to manner of standing, facial expression and control of lips, jaw, tongue, soft palate and larynx, while singing.

Throughout all, it is the policy of the department to cultivate ease and simplicity of expression by those methods which practice and experience have proven most natural and efficacious as adapted to the particular needs of individual pupils.

CHORAL INSTRUCTIONS.

All pupils are urged to attend the chorus rehearsals for the benefit of the drill and for the opportunity of sight-reading and the knowledge gained of the better grade of music. It is the custom for the members of the Choral Union to give in public during the Spring season, at least one oratorio or cantata. No charge is made for membership in the chorus.

SIGHT SINGING.

There is organized every year a class in sight singing to give to those who desire it an opportunity to take up systematic study of the principles of music as applied to sight singing.

PUBLIC SCHOOL MUSIC.

In response to a continued demand throughout the country for Supervisors of Music in the public schools, the department has added a course of instruction in public school music for which a certificate will be given. The best systems in use in the public schools in Chicago, New York and Boston are taught. The course is as follows, with tuition the same as for private lessons:

Normal Music, 1 year. Voice Culture, 1 year. Ear training, 1-2 year. Piano, 1 year.

STRINGED INSTRUMENTS.

Those who desire to take work in Violin, Mandolin, or Guitar will be given instruction to suit their needs.

Studies by Hermann, Kayser, Fiscal, David, Rice and others are used.

REQUIREMENTS FOR GRADUATION.

Students completing the course,—consisting of three years' work in voice, one and a half semesters of theory, three semesters of harmony, one year of musical history, (as afforded in the pianoforte department), recital and chorus work, together with two years' work in English,—will be granted the diploma of the department.

Satisfactory credit will be accepted and the course will be adapted to the needs and requirements of the individual. The study of piano is strongly urged.

The School of Art

This school aims to meet the rapidly increasing demands of a clear understanding of theoretical art and ability to apply it in practice.

To this end courses are given in perspective, free hand from life, oil and water-color from nature, and copy, pastel china-painting, crayon, pen and ink, etc.

In order to meet popular demands a system of art instruction must not be too rigid; hence a wide latitude for personal choice, in material, subject, style of work, etc., is granted.

Two distinct courses of art instruction are offered:

I. A Normal Course for those who intend following art as a profession.

II. An Elective Course in which the student is allowed the widest range in subjects, and methods of work.

This course is planned for those who wish to make art study only incidental and who follow it for enjoyment and recreation. Work in the classes is arranged to suit the needs of each individual pupil.

MATERIAL.

All necessary art material is kept in stock and can be furnished to the pupil at regular prices.

Students may take up work at any time.

Lessons may be made up in cases where they are unavoidably missed.

TEXT BOOK.

A Text Book on the History of Painting, by John C. Van Dyke, will be studied during the first year of the Normal Course.

First Year.—Elementary Drawing in free-hand outlines, embracing form and proportion. Outline drawing of convenient and natural forms from flats and models. Study in light and shade. Elementary Perspective, Designing. Composition and Water Colors.

Second Year.—Drawing and Shading from modern and antique casts and still life. Perspective continued in problems and in application to drawing from life and nature. Work in colors continued.

Third Year.—Oil and Water Color Painting from studies, still life and nature. Landscape painting in oil and water colors from nature, embracing aerial perspective and composition.

Pen Drawing, Monochrome Washes, China Painting, any of the Decorative Arts as used in painting on fabrics, glass or tiles may be taken any time after commencing the practice in colors.

The School of Oratory

ELLWOOD GRISCOM, Director.

GENERAL STATEMENT

The school stands primarily for personal culture—the best and highest development of the individual. It recognizes that social, professional, or commercial success depends largely upon effective personality—that a cultured and noble manhood and womanhood is the *summum bonum* of all education.. It therefore devotes itself to the great privilege of awakening the student of expression to a realization of his God-given potentialities, and to the service of guiding and assisting him in his growth and progression. Yet, apart from the general culture afforded, the technique of all its courses is designed to serve the needs of the student in a thoroughly practical way, and is adapted to those who desire special training as readers, lecturers, clergymen, lawyers, dramatic artists, and teachers.

TEACHERS AND READERS.

There is a large demand for competent teachers in the speech arts. Graduates of the school who desire to teach are aided in securing positions. Officers of colleges and schools desiring teachers are invited to correspond with the Director.

Graduates who wish to appear before the public as readers are recommended to the management of the entertainment bureaus.

Managers of lyceums, concerts and lectures may secure the services of competent artists upon application to the Director.

ADVANCED STANDING.

Qualified students will be admitted to the advanced classes upon satisfactory evidence of their previous training and personal development.

EXAMINATIONS.

Are held at the end of each semester in all courses.

GRADUATION.

A diploma is awarded after two years' study to those who merit the distinction.

COURSES OF INSTRUCTION.

I. ORATORY.

The regulation of the breath, the use of the body in the development of vocal energy; English phonation; methods of acquiring distinct articulation; the natural and orotund voices; the application of force, stress, pitch, rate, quantity, and emphasis, and their importance; the use of inflection for emphasis and melodious effect; the fundamental principles of gesture and their application. Texts: Russell's *Manual of Elocution* and Cumnock's *Choice Readings*.

II. INTERPRETATION.

The purpose of the course is to acquire the best possible expression of the literature studied. After learning the spirit of the author and of his time, an attempt is made to give his writing such expression as will reveal the thought and emotion for which the words are but signs.

III. EXTEMPORANEOUS SPEAKING.

This course offers practical training through the extemporaneous discussion of current events and topics from history, biography, and literature—extempore arrangement of thought and phraseology—the use of story and anecdote—postprandial speaking and the delivery of original orations.

Text of Edwin D. Shurter.

IV. ARGUMENTATION AND DEBATE.

Argumentation properly taught cultivates the power to think clearly, methodically, and logically—to form quickly effective ideas, and to present these ideas in a convincing manner.

The aim of this course is two-fold:—first, to produce sound thinkers; second, to train these thinkers in the clear, correct straightforward and effective oral presentation of their own thought.

Text of William T. Foster.

V. GESTURE.

Lectures upon the physiology of gesture; the evolution of gesture and its philosophy; relations of æsthetic physical culture to gesture; the influence of intuition; the distinction between the gesture of

spontaneity and that of calculation; drill for the culture of the responsiveness of the nerve centers to mental concept. Study of gesture and mannerisms as indices of character.

VI. VOCAL CULTURE.

Lectures upon the physiology and hygiene of the voice. The relation of the vital and vocal organs; fundamental conditions of voice production; relation of voice and nervous system; breath contact; tone projection; placing of tones; compass; development of resonance; flexibility, freedom, smoothness, purity, power and brilliancy of tone; eradication of faults in the use of the voice.

VII. BIBLE, HYMN, AND LITURGIC READING.

VIII. READINGS—MONOLOGUE AND IMPERSONATION.

The Reader's Technique: Character Delineations: Arrangement of Programmes: Dramatization of Novels: Choice, Abridgement, and Adaptation of Selections for Public Reading.

Criticism and guidance of individual work.

Preparation of programmes for public presentation.

Monthly public recitals by qualified students.

A thorough technical knowledge of the artistic principles and platform laws involved in the work of a public reader is essential to the greatest success.

This course offers the Reader the technique of prose and verse forms in farce, comedy and tragedy; the approved methods used in descriptive work; in objective gesture, suggestive impersonation and character delineation in its primary form.

For the Impersonator there is afforded training in that power and facility of characterization which enables the artist through self-effacement to so vividly present scenes and people that to the audience they seem to be present in reality.

IX. DRAMATIC ART.

Platform deportment.

Stage business.

Pantomime

Preparation and presentation of short plays.

Platform deportment deals with the laws governing motion in the human body; correct sitting, standing and walking; entrance and exit; platform methods and traditions.

Stage business includes costuming, grouping and tableaux; make-up; lighting and color scheme; stage management, rehearsals and performances.

Pantomime presents elementary principles; correction of defects and mannerisms in bodily expression; study of emotion in its effect upon voice and gesture; facial expression.

Preparation, etc., of plays; includes study of Farce, Comedy, Burlesque, Melodrama, Tragedy, Plot, Character Incident, Denouement; the technique of the drama; dramatic criticism; stage deportment; presentation of scenes and one-act plays.

X. PUBLIC RECITALS.

Public programs of Readings and Impersonations, and Public Presentation of Plays by the students of the department are a regular feature of the work of the College. This is the very best of practice before the very best of audiences.

SHORTHAND AND TYPEWRITING *and* BOOKKEEPING

In session during the entire school year. Special attention given to classes formed at the opening of the School Year, after Thanksgiving Recess, and at the opening of the Second Semester.

Thorough instruction is given, preparing both for immediate practice in responsible positions, and for positions in teaching. There is a constant unfilled demand for three classes of graduates:

1. Expert Stenographers, whose accuracy and rapidity demand high salaries.
2. Stenographers and Typewriters who also know business forms, office practice, etc.
3. Normal and College Graduates, who are also masters of Shorthand and can teach Stenography, Typewriting and Bookkeeping in our best high schools.

The School is well equipped with all the aids desirable, supplied with the best typewriters.

For full information write for special *Bulletin*.

THE ACADEMY

THE ACADEMY OF UPPER IOWA UNIVERSITY is a standard Academy of the first grade. The curriculum and the various courses have recently undergone a thorough revision in order to meet the demands of the changing requirements for College entrance and the changed conditions of the students who come

to us. The revised curriculum of the Academy is a standard curriculum for secondary schools, with many attractive features, due to faculty, location of the Academy upon the University Campus, its relation to the Schools of the Arts. Art, Music, Oratory, Commercial studies as well as History and Mathematics, the varied Sciences, the Languages and Literatures, all help to enrich the curriculum of the Academy, and the life of the students. A full account of the changes in the courses, and the regulations of the life of the Academy student is contained in the *Academy Bulletin*.

THE SUMMER SESSION

ARTHUR E. BENNETT, Ph. D., Director

JUNE 19 TO JULY 29.

A SUMMER SESSION continuing six weeks and including nearly all departments of the University is annually held during the months of June and July.

THE TENTH SUMMER SESSION will meet from June 19 to July 29, 1911.

THE FACULTY is composed of members of the regular College Faculty, Directors of the various schools of the Arts, and special instructors engaged for the summer to give additional courses in subjects not taught during the other sessions of the University.

COLLEGE CREDIT is likewise given for preparatory subjects; the classes meet twice daily and do double work.

COURSES IN NORMAL AND IN PEDAGOGY meet the requirements of the Board of Examiners for State Teachers' Certificates, and count for graduation from either Normal School or School of Education.

SPECIAL TEACHERS' COURSES in Music and Art are offered. Special courses for training teachers for the rural schools.

TEACHERS' REVIEW COURSES for both high school and grade teachers in the various subjects of high school and grade school are arranged for those who desire to fit themselves for the very best positions in our schools.

SPECIAL PRIMARY WORK is arranged for the Summer Session.

The Summer School is therefore designed to meet the needs of the following classes of students:

1. School principals, superintendents, special teachers and graduate students who wish to pursue special or pedagogical courses.

2. Teachers who are not graduates of College or of Normal and who wish to use the summer months to secure credit for graduation.

3. College and Academy students, who are deficient or conditioned and wish to secure higher classification than their present credits give them.

4. High School or Preparatory students who lack in preparatory entrance credits and wish to make up deficiency.

5. Young people preparing for teaching who wish the Review Courses preparatory to the examinations.

6. Teachers of Primary Grades who wish to keep in touch with the best methods of the times.

Tests for all grades of certificates under the new state law are given at Fayette the last of June and at the close of the Summer Session the latter part of July. The tests are held in the class-rooms of the University.

For full information write for special *Bulletin of the Summer Session*.

General Information

History

Among the early pioneers to Northeastern Iowa were Col. Robert Alexander and Mr. Samuel H. Robertson, his son-in-law. For years these men, counselling with other godly pioneers, planned and wrought for a Christian College in this region. Fayette was chosen as the place therefor. Col Alexander and Mr. Robertson gave the ground, and, in the winter of 1854, the contract was let for the erection of the first building of the institution, to be fifty feet by one hundred, three stories high, and of cut stone. That building, known first as Seminary Hall, and now as College Hall, was in process of erection during the summers of 1855 and 1856, and was finally completed in 1857. September 26, 1855, at the session of the Iowa Conference, which then extended over the entire State, Fayette Seminary was placed under Church direction, a new Board of Trustees, eighteen in number, being elected.

The first term of Fayette Seminary opened January 7, 1857, under the principalship of the Rev. Wm. H. Poor; the second term opened May 28. Mr. Poor having resigned, the Rev. Nathan S. Cornell, a teacher under Mr. Poor, was placed in charge. The first full Academic year opened September 17, 1857, with the Rev. Lucius H. Bugbee, A. M. as principal. During the previous two terms nothing but common school work had been done, but now classes in Latin, Greek and other preparatory studies were formed. The first Commencement was held in July 15, 1858. At the meeting of the Board of Trustees, held on the same day, the incorporation changed its form to that of Upper Iowa University, which change was legalized by the Legislature of Iowa, February 17, 1862. The Rev. L. H. Bugbee was elected president during the next sum-

mer, and July 21, 1850, was formally inaugurated President of Upper Iowa University. President Bugbee was a man of rare qualities; an inspirer of youth; as loving and tender as a mother; a disciplinarian of the strictest order, he yet controlled without seeming to govern, his mere suggestion being sought and implicitly obeyed. April 21, 1860, he resigned, and the Rev. Wm. Brush, A. M., D. D., was placed in charge, and in July following was elected president, which position he held till June, 1869.

President Brush was a man of great natural ability and force of character, with immense reserve power in times of emergency; and emergencies were not infrequent. Nearly an entire company was enlisted from among the students in 1861, and large contributions of volunteers were made at various times later during the war; and during nearly the entire period he assumed all the financial responsibility of the school. In 1865-6 an effort was made to secure an endowment, and about \$40,000 was obtained in subscription notes; but the shrinking of values and the great emigration westward, both following the close of the war, rendered a large portion of them valueless.

The Rev. Charles N. Stowers, A. M., succeeded Dr. Brush as president, remaining one year. Byron W. McLain, A. M., who had taught natural science very successfully for two years preceding, was made acting president the two years next following. In 1872, the Rev. Roderick Norton, A. M., then pastor at Fayette, was elected president, he performing the duties of both positions. The frequent changes of administration were not conducive to growth. President Norton resigned shortly after the opening of the fall term of 1873, and the Rev. John W. Bissell, A. M., then teaching Science, was made acting president, and in June, 1874, was made president.

The outlook was not assuring, but with patient faith and increasing labor he began to build. Slowly, but surely, confidence came back. The first ten years was a decade of internal growth. Then came a decade of expansion; three buildings were erected; the attendance of students doubled; graduating classes increased sevenfold; able instructors with permanency of

tenure characterized the faculty; there was a substantial increase in the endowment, and an absolute freedom from debt. South Hall was erected in 1884; North Hall, now known as Science Hall, followed in 1887, and the new Chapel in 1890. The Christian Associations collected the funds and built the gymnasium in 1892.

After twenty-eight years of successful administration, Dr. Bissell yielded the reins in 1899 to the Rev. Guy P. Benton, A. M., Vice-President John William Dickman, A. M., having been acting president ad interim. Dr. Benton retired from the presidency in 1902 and then Rev. Thomas J. Bassett, D. D., was called to fill the place. In June, 1905, Dr. Bassett resigned, and Professor Arthur E. Bennett, A. M., Pd. D., was elected acting president. In August, 1905, the Rev. William Arnold Shanklin, A. M., D. D., was elected president, and entered upon his duties in October, 1905. In June, 1909, upon the resignation of President Shanklin to become president of Wesleyan University, Richard Watson Cooper, Professor of Literature in Hamline University, was elected president.

The Presidents of Upper Iowa University:

W. H. Poor, 1857.

L. H. Bugbee, 1857-60.

William Brush, 1860-69.

C. N. Stowers, 1869-70.

R. Norton, 1872-73.

J. W. Bissell, 1873-99.

Guy P. Benton, 1899-1902.

T. J. Bassett, 1902-05.

W. A. Shanklin, 1905-09.

R. W. Cooper, 1909——.

The first class to be graduated from the collegiate department of the institution was in 1862, consisting of Jason Lee Paine and John E. Clough. Since 1857 about seven thousand students have been enrolled; five hundred and seven have graduated from College, one hundred and sixty-eight of whom have been women and three hundred and thirty-nine men.

Organization

The corporation, known as the "Trustees of the Upper Iowa University," has the power of receiving, holding and administering funds, appointing the Faculty, conferring degrees, and making laws for the government of the College. The Board consists of the President of the College, ex-officio, and three classes of Trustees, elected from year to year for the term of three years. There are never fewer than eighteen or more than thirty members. From six to ten are thus elected each year, two of whom are nominated by the Society of Alumni. The Trustees are nominated by the Board and confirmed by the Upper Iowa Conference. In honor of their early and long connection with the University two honorary trustees were elected to sit with the Board in its sessions and have full power to discuss all questions, but without vote. The death of William B. Lakin, Esq., of Miles City, Montana, leaves but one honorary trustee.

The presidents of the Board of Trustees have been H. S. Bronson, thirteen years; Levi Fuller, eighteen years; Elias Skinner, two years; C. C. Parker, one year; John Webb, two years; W. B. Lakin, one year; R. W. Keeler, six years; Bishop C. D. Foss, one year; Samuel B. Zeigler, three years, and Quintus C. Babcock, seven years.

THE VISITING COMMITTEE, annually appointed by the Upper Iowa Conference, attends the examinations and reports to the Board and the Conference. The Visiting Committee for the present year will be found on page 13.

THE LADIES' PROFESSORSHIP ASSOCIATION is an incorporate body, with power to raise and invest funds for the endowment of a chair to be filled by a woman. The chair elected to be filled for the current year is the Chair of English. The officers and membership of the Association will be found on pages 100-102.

THE ALUMNI ASSOCIATION is composed of graduates of the College of Liberal Arts. It has for its main object the

endowment of one or more Chairs in the College. The funds are controlled by a board of three directors, elected for three years. Three members of the Association, together with the President of the College, nominate a person to fill the chair supported by this fund, which is at present the chair of Biology.

THE CUSTODIANS OF THE ENDOWMENT constitute a committee of five members elected for a period of five years. The members are selected with special reference to their business qualifications. Their duties are carefully to guard the funds, to see that they are securely invested, to collect and pay all interest to the Treasurer of the Board of Trustees, and to report the condition of the endowment at the annual meeting of the Board of Trustees. At present the Board of Custodians is limited to farm securities in Iowa, which must be worth twice the amount loaned, exclusive of buildings, and no loan can be made without the consent of three members, and not then if any member objects. It is believed that the methods are wise and safe, and that not a dollar will ever be lost. Friends may make donations to the endowment with the most perfect assurance that their gifts will be zealously guarded and kept intact forever.

We invite *those who have funds to invest* where they will do good for all time, to examine the plan which has been adopted by this College after many years of experience. Those who have money and property and desire to be relieved of the care and anxiety connected with the investing of the same, can entrust it to the Board of Custodians, who will pay them an annual or semi-annual interest as long as they live, with the understanding that the property reverts to the College at their death, to be kept as a permanent endowment fund.

LOCATION

UPPER IOWA UNIVERSITY is situated at Fayette, Fayette County, Iowa, on the Chicago, Milwaukee and St. Paul Railway between St. Paul, Minnesota and Cedar Rapids, Iowa, two hundred and six miles south of St. Paul, ninety miles north of

Cedar Rapids, one hundred and twenty-eight miles north of Davenport, and seventy-five miles northwest of Dubuque. The Cedar Rapids and Decorah branch of the Chicago, Rock Island and Pacific Railway runs within five miles, connecting with Fayette by stage from Randalia. The Chicago Great Western Railway connects with the Milwaukee road leading to Fayette at Oneida Junction, forty miles south of Fayette. The main line of the Illinois Central Railway crosses the same branch of the Milwaukee road at Delaware, forty miles south of Fayette. The Manchester and Oneida Railway connects Manchester and other points on the Illinois Central Railway with the Chicago, Milwaukee & St. Paul at Oneida Junction, giving immediate connection to and from Fayette. Students from Northeastern Iowa, Southern Wisconsin and Southern Minnesota will most readily reach Fayette by way of the Milwaukee road. Those in Northern and Central Iowa will take either the Milwaukee road or the Illinois Central and Chicago Great Western, connecting at the points above referred to. Students upon the Northwestern road will find it convenient to change at Cedar Rapids, either to the Milwaukee road or the Rock Island.

FAYETTE is a beautiful town of about fifteen hundred population. It was designed by its founders to be a center of religious and educational influence. This purpose, kept steadily in view, has attracted families of culture and intelligence. The town is one of the most healthful in Iowa, and has never had a liquor saloon or gaming resort.

CAMPUS AND BUILDINGS

THE COLLEGE CAMPUS of fourteen acres is situated on a magnificent hill-top in the heart of the town.

There are now seven buildings on the campus:

(1) COLLEGE HALL contains the major portion of the recitation rooms and the music and art departments. This historic old building, the first one erected upon the campus, is a fine specimen of pure colonial architecture.

(2) SOUTH HALL offers a home for forty young women and dining-room for one hundred boarders.

(3) SCIENCE HALL contains the laboratories and lecture rooms of the departments of chemistry, physics, zoology, botany, geology and the museum. See page 82.

(4) CHAPEL, used for the daily chapel service, lectures, public and musical entertainments. The basement of this building contains the recitation rooms and offices of the Business School.

(5) THE GYMNASIUM, erected by the Christian Associations, has a good equipment for physical training. See page 84.

(6) THE OBSERVATORY, a small building erected in the eighties, contains a five-inch Alvin Clark telescope.

(7) THE "DAVID B. HENDERSON LIBRARY," the gift of Andrew Carnegie in memory of this former son of Upper Iowa University.

THE LIBRARY

For many years the library was housed in College Hall. It was long evident that a modern adequate library building was needed. In January, 1901, Mr. Andrew Carnegie gave funds for the purpose of erecting a modern building, stipulating only that it should bear the name of Colonel David Bremner Henderson, ex-Speaker of the National House of Representatives, an honored alumnus of Upper Iowa University.

This building, which is two stories above a high basement, is constructed of light pressed brick trimmed with Niagara stone. It is eighty-seven feet long by seventy feet broad, with a commodious stack room in the rear. It provides large reading rooms, adequate cloak and store rooms, and also two lecture rooms. It also furnishes two fine literary society halls.

The library contains about fourteen thousand volumes; and the books are classified according to improved library methods.

A large number of the best periodicals, including leading Iowa and Chicago newspapers, are currently received.

The library and reading room are open every week day from 8:00 A. M. to 5:30 P. M., and as occasions may demand, in the evenings.

LABORATORIES AND MUSEUM

THE BIOLOGICAL LABORATORIES. The entire second floor of Science Hall is devoted to the work in Biology. In addition to the class room there are commodious and well-lighted laboratories for both elementary and advanced classes, a private laboratory for the Professor, and above rooms. The laboratories are equipped with work tables, a set of individual drawers for the use of students, water, and electric lights.

The first year laboratory has sufficient tables to accommodate about twenty-five students at one time, while the advanced laboratories are so arranged as to give each student an individual table.

The equipment consists of microscopes, both simple and compound, of Bausch and Lomb and Leitz makes, a Zimmermann rotary microtome, hand microtome, microscope accessories such as cameralucida, and micrometers, sterilizing oven, glassware, reagents and other equipment for histological work and anatomical models, and preparations. There is also a projection lantern and a series of slides, chiefly ecological. New equipment is added from time to time to meet new demands upon the laboratory.

A departmental library is maintained in which is found a number of carefully selected reference works, the number of which is increased from year to year. The laboratory receives regularly the "*American Naturalist*," "*Biological Bulletin*," "*Botanical Gazette*" and other standard American biological magazines, while still other publications are accessible for use of the students.

The herbarium contains about one thousand sheets of spermatophyta, a large proportion of which formed the herbarium of the late Dr. C. C. Parker. This collection is especially rich in local species. The lower plants are also represented by specimens from various localities. The zoological collection contains representatives of the various phyla of animals, but as many of the specimens belong to the museum they will be mentioned in greater detail in that connection.

THE CHEMICAL LABORATORY is situated on the first floor of Science Hall on the east side, it and the Chemistry storeroom occupying about half of this floor, while in an adjoining room is the Departmental Library containing several hundred volumes. These include text-books and laboratory manuals for the different divisions of the subject; various works of reference, both of a general nature and dealing with special phases of the subject, or its applications and development; and includes also some current periodicals. The laboratory contains thirty-six desks at each of which is supplied to the individual such apparatus as he needs for his course, and which is replaced or increased as needed from the storeroom stock. Each student has at his place of work both gas and water, as well as a sink connection, and the lighting of the laboratory is adequate for even the darker days, or the evening work.

THE PHYSICAL LABORATORY and the Physics Storeroom are situated on the west side of the first floor of Science Hall. The laboratory is fitted with gas and water, and with arrangements for darkening for the study of optical phenomena. Apparatus and materials needed by the students for experimentation and measurement are kept in cabinets in the laboratory and in the storeroom which is immediately adjacent to it. The laboratory can accommodate about twenty-five students working at one time. In the Departmental Library are to be found quite a number of volumes, including various text-books and laboratory manuals, and books and pamphlets on various phases of the subject and its application, and also some periodicals.

THE MUSEUM occupies the third floor of Science Hall. The collections are chiefly zoological, geological and objects of ethnological and historic interest. Many of the specimens were received from the Smithsonian Institution, while other important collections represent the work of members of the faculty and student body, or were donated by friends of the College.

The zoological collections contain numerous marine fish and invertebrates, mounted birds and mammals, a collection of insects, and other specimens which are a valuable adjunct to the laboratory equipment. Of the collections which deserve especial notice are a fine series of birds' eggs, chiefly local, and a good working conchological collection.

The geological collections include a good working series of minerals and rock forms, and materials for the study of dynamical and structural geology. The common Devonian and Silurian fossils of Iowa are well represented. There is also a valuable series of fossil plants from the carboniferous of Pennsylvania.

Besides a series of casts of North American Indian implements the anthropological collections deserving mention are a series of specimens from New Mexico donated by Dr. A. E. Bennett, and a collection of domestic utensils, fabrics, wearing apparel, musical instruments and weapons of warfare from the Philippine Islands. This last collection is the gift of the Rev. Ernest S. Lyon.

GYMNASIUM AND ATHLETICS

The purpose of this department is to cultivate in the student a sound and strong physique—one that will serve as a physical foundation for a vigorous and useful life.

It offers the student the use of a gymnasium erected by the Young Men's Christian Association.

All students are advised to spend two hours each week in the gymnasium. The United States army "setting up" exercises, or gymnastics, are offered in class work.

In order to facilitate class work two divisions are maintained—divisions A and B,—also two companies, A and B, which are drilled in the United States Infantry movements. These divisions compete annually in competitive setting up drill—United States Infantry company movements—and inter-division games, thus promoting a healthy athletic interest and rivalry.

The military exercises and drill afford excellent physical training. Military discipline moreover fosters respect for authority and fidelity in the execution of orders and is, therefore, of distinct advantage to the student.

In addition to the class drill as much individual assistance as possible is given. Particular attention is paid to the acquiring of good presence and erect poise.

Superior work is also done in basket ball, and excellent teams are maintained.

The outdoor work consists of football, baseball and field and tract athletics.

The southeast quarter of the campus has been set apart for this purpose, and the one-fourth mile track and athletic grounds are in prime condition.

The control of athletics is vested in a Board composed of four members of the Faculty, one member from each of the four College classes, and a resident Alumnus of the College. The Board is incorporated and holds regular monthly meetings. It is thoroughly awake to the great benefits of athletics, as it is also to the tendency toward "professionalism," and, while it strives to maintain a healthy and lively interest in physical training, it guards against the attendant evils.

It is the announced intention of the student body to petition the Board of Trustees to collect at the opening of each semester an athletic fee from every student, to be used for the support of athletics. The student body placed a voluntary fee of \$5.00 upon themselves for the present year.

BOARD OF ATHLETIC CONTROL

Professor J. S. McIntosh, chairman; Albert McSweeney, secretary; Prof. J. W. Dickman, treasurer; President Richard Watson Cooper, J. E. Dorman, J. Ward Sanford, Guy V. Newcomer, Earl W. Manuel.

OFFICERS OF ATHLETIC TEAMS

J. E. Dorman, general manager; B. H. Miller, assistant manager of basket ball team; J. Ward Sanford, assistant manager of track athletics; C. A. Baker, assistant manager of foot ball team; B. H. Miller, captain basket ball team; Fred E. Griffith, captain foot ball team; J. Ward Sanford, captain track team; J. H. Shipton, captain base ball team.

RELIGIOUS CULTURE

The College was founded by Christian men,—men who believed that the highest development of the mind can be secured only under the elevating influence of the Bible, and that real success in life cannot be reached apart from an unwavering loyalty to the great principles of Christianity. Throughout fifty years the College has been true to the ideal of her founders. It is under the patronage of the Upper Iowa Conference of the Methodist Episcopal Church. While it is, in this respect, denominational, it is in no sense sectarian.

A Devotional Service is conducted daily except Monday, in the College Chapel, at which all the students are expected to be present. On Sunday they are expected to attend one service at one of the churches in town.

A Vesper Service is held every Tuesday evening, conducted by the President, or, in his absence, by some member of the Faculty.

A Convocation Service is held at regular intervals during the Academic year, at which the President or some prominent minister preaches to the entire Academic body. For the dates

of the Convocation Services for the present year consult the calendar on pages 3 to 6.

There are in the College two Christian Associations, one composed of young men, the other of young women. These associations are strong factors in the religious activity of the students. Each holds a weekly prayer service.

The Young Women's Christian Association meets on Saturday evening, and the Young Men's Christian Association on Sunday afternoon. During the past year the college classes voted to hold a class prayer meeting once a month.

During all its history the College has exerted a potent religious influence, so that very few have been graduated who have not been earnest Christians.

GOVERNMENT

The authorities of the College desire to encourage the spirit of self-government among the students, and all organizations tending to foster this spirit among them, such as the Literary Societies, the Young Men's and Young Women's Christian Associations, and kindred organizations, receive the personal encouragement of the Faculty. It is our aim to secure as far as possible such conditions of life as shall tend most to contribute to the physical, intellectual, moral, and spiritual development of the students.

All final authority rests with the Faculty. The conduct of the students, places of residence, contests, entertainments, social engagements, publications, and forms of organization are all under the supervision of the Faculty.

Printed copies of the stated customs of the College body, forms of our organized life, and methods of procedure will be furnished students at the opening of the College year or sent upon request.

STUDENTS' ORGANIZATIONS

THE YOUNG MEN'S CHRISTIAN ASSOCIATION holds a regular devotional meeting each Sunday afternoon. It is the earnest desire of the Association to arouse its members to a higher standard of Christian experience and to incite the unsaved to become Christians. It also has special classes organized for Bible and missionary study under efficient teachers. The motto of the Association, "Spirit, Mind and Body," is also carried out by means of classes in the gymnasium. Young men coming to the College for the first time will receive a cordial welcome from the members of the Association. Committees wearing the badge of the Association meet all trains and stages at the opening of each term, and will be pleased to furnish any information or help that may be desired.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION, whose object is the development of Christian character in its members and the prosecution of Christian work, principally among the young women of the College, was organized in Upper Iowa University in September, 1885. Since that time the Association work has been carried on by strong Christian young women, who have grown to appreciate the responsibility and at the same time the possibilities of the Christian element in College life. The regular devotional meeting is held on Saturday evening. This is led by young women of the Association and is a great source of strength and inspiration. Bible study, one of the most important phases of Association work, is carried on with success. Scarcely less important than Bible study is the missionary work, which is zealously pushed forward by the combined effort and co-operation of the two Christian Associations. The Associations are supporting a native pastor in India and aiding a Japanese alumnus of the College in his further preparation for teaching God's Word in his native land. At least once each term a reception for the young women of the College is held, besides a general reception which is held in the library. It is the aim of the Association to reach every young woman who

enters the College, and through the years of temptation, to help her to follow safely the path which leads to God.

LITERARY SOCIETIES. The students in the College of Liberal Arts are organized into four Literary Societies,—the Philomathean, organized in 1857, and the Zethegathean, organized in 1861, for young men; and the Aonia, organized in 1857, and the Zeta Alpha, organized in 1883, for young women. These societies occupy handsomely furnished halls in the David B. Henderson Library Building. The purpose of these societies is to produce skill in parliamentary law, debate, writing, oratory, and other literary work.

DEBATES. A prominent feature of the life in the College is the attention which students give to debates. Frequent contests take place in the literary societies. The great public contest of the year is a debate between the literary societies, held upon the first Friday evening of December, for the Sam S. Wright prize. (See page 90). A compact has been entered into with Morningside College and Simpson College, in accordance with which three inter-collegiate debates are held upon the same evening and upon the same subject; one at Morningside, one at Simpson and one at Upper Iowa. These three debates call for at least eight good men.

BIOLOGICAL CLUB. The Upper Iowa Biological Club, which organized in January, 1909, by the members of the advanced classes in Botany and Zoology, is composed of students in the various classes in Biology. Regular meetings are held during the academic year for the presentation of papers and the discussion of the progress in this field of science.

THE COLLEGIAN, established in 1883, a monthly magazine, is our College student publication.

PRIZES

THE SARAH HOUGHTON FAWCETT PRIZE of Fifty Dollars, founded by the late Rev. William Fawcett, D. D., in memory of his deceased wife, Mrs. Sarah Houghton Fawcett, is

awarded annually for the best English oration, matter, style and delivery being taken into account. The orations are limited to two thousand words and must be submitted to the Professor of English on or before May 1st. The contest is held on Wednesday afternoon of Commencement week. This prize is open to students of the Senior and Junior classes who are candidates for degrees, and no successful contestant can become a second time a competitor. Miss Sarah Patridge won the prize in 1910.

THE SAM S. WRIGHT PRIZE. This prize of Twenty-five Dollars is given by the Honorable Sam. S. Wright, '86, to the society that excels in debate. Three contestants are selected by the Zethegathean and three by the Philomathan Society. One set of contestants has choice of question and the other of sides. The debate is held on the first Friday evening of December. The question for debate in 1910 was: "Resolved, That all state and county officers to be elected by the people should not be nominated by primary election. Judicial officers not to be considered." The debate was won by the affirmative, —the Philomathean Society.

THE MRS. LEVI FULLER PRIZE. The Hon. Levi Fuller, M. D., deceased, for many years the honored President of the Board of Trustees, established, in memory of his beloved wife, an annual prize of Fifty Dollars for excellence in oratory. Miss Sarah Patridge was the winner of the prize of 1910. The winner of this contest represents the College in the annual State Oratorical Contest the ensuing year.

THE WILLARD L. EATON PRIZE. The Hon. Willard L. Eaton, ex-Speaker of the Iowa House of Representatives, has established a prize of Twenty-five Dollars for the best essay upon a subject in American literature, to be announced annually. The essays are limited to two thousand words in length and must be in the hands of the Professor of English by May 1st. The subject for the year 1910 was "Edgar Allan Poe." The first prize was won by Luman W. Sampson, the second prize by Agnes H. Hoyt, the third prize by Norma G. Dobson.

THE JONATHAN P. DOLLIVER PRIZE. Senator and Mrs. J. P. Dolliver have established a prize of Fifty Dollars for excellence in Scholarship. This prize is awarded at each Commencement to the member of the graduating class who has made the highest average grades in scholarship during the four years of the college course. In the class of 1910 the prize was awarded to Arlie V. Bock.

THE JOSEPH F. CASS SCHOLARSHIP PRIZE. Mr. Joseph F. Cass has established a Scholarship Prize open to all students of the College of Liberal Arts. It is the purpose of Mr. Cass to aid the winner of this prize by providing a trip of educational value. The prize covers railway fare to some point of exceptional interest and \$5.00 a day for expenses during the trip. Last year the prize was won by Leon L. Smith and consisted of a trip to the Yellowstone National Park. The trip for the ensuing year has not yet been determined.

THE JOHN ANDREW HOLMES PRIZE. The Rev. John A. Holmes, '95, has established a prize of Fifty Dollars for excellence in training leading to good citizenship. This contest is open to all students of the College of Liberal Arts. This contest is to take place before the fall elections.

DECLAMATION PRIZES are awarded to members of the Academy who excel in Declamation. The contest is held at the close of the fall semester.

SUGGESTIONS TO NEW STUDENTS

1. Students living on the main line of the Chicago, Milwaukee & St. Paul Railway in Iowa come direct to Fayette from either the north or south. Those living on the "Volga Branch" of this same road should drive from Lima, five miles east of Fayette. Randalia, on the Chicago, Rock Island and Pacific Railway, five miles to the west, runs a stage line to Fayette. All who come by the Illinois Central should change at Delaware, or at Manchester, and again at Oneida Junction,

while those living on the Chicago Great Western Railway may change either at Oneida Junction or at New Hampton.

2. A student coming from another college should bring a letter of honorable dismissal. The College aims to maintain a high standard of conduct for the good of all its students. In order to protect those committed to its care, it promptly withdraws its privileges from students who refuse to conduct themselves as honorable men and women, or who disgrace the customs prevailing or the regulations announced from time to time as essential to the well-being of all.

3. Each student should bring his certificate of scholarship. The standard of admission to College is uniform throughout the State. Graduates from High Schools or Academies, whether such schools be fully or partially accredited, may obtain a blank on which the principal of the school will make a record of all work done. The text-book used, the number of terms or semester studied, the number of hours per week and the grade will be given. These blanks may be obtained from the President or the Registrar by writing a request for them. These certificates are accepted in lieu of examination in all work to which they certify. New students should not fail to bring this certificate, as it will save much time and trouble.

4. Members of the Reception Committee of the Young Men's and Young Women's Christian Associations will meet all trains and stages during the opening days of the Fall term to greet new students and look after their welfare. Rely on them for any needed information. Call on them and make their hall your headquarters until you are settled.

5. During the week in which the term opens, the President's office, in the David B. Henderson Library Building, will be open from 9 A. M. to 12 M. and from 1 to 5 P. M. Every new student should go first to the President's office and secure the matriculation card. He should then pass to the Registration Committee, where his credits will be canvassed and work assigned. He will then pass to the Treasurer and pay his

tuition fee. thence to the Secretary, who will assign him to a seat in the Chapel; whereupon he is admitted to all the privileges of the College.

EXPENSES

An education can be secured here at about one-half what it costs at many colleges. How to bring the expenses within the reach of most young men and women has been seriously considered by those in charge of the material interests of the College. The dining hall system has been in successful operation for years. This hall is under the management of a local board and is run on strict business principles. The dining-room furnishes good, wholesome food at \$2.50 per week. Many of the students take their meals at this hall. There are many dining rooms in town where board can be had for from \$1.50 to \$3.00 per week. Private homes and cottages, eighteen of them within five hundred feet, where students may obtain rooms, are near to the college dining-hall. The rooms, usually heated by furnace, furnished throughout, kept heated and lighted, sheets and towels washed, cost each of two occupants from 75c to \$1.25 per week. Rooms without heat and light cost each occupant about 50c per week. Board and room, everything furnished, cost from \$2.25 to \$4.00 per week. Students may rent rooms, and board themselves for \$1.00 per week.

SOUTH HALL

South Hall, conveniently situated on the campus, furnishes pleasant accommodations for about forty young women. The building is steam heated and is lighted by electricity, and is provided with a bath room with hot and cold water and other modern conveniences.

Each room is 12 x 14 with closet 3 x 7, and provided with bedstead, wire mattress, commode, table, chairs, carpet, toilet

set, pillows, pillow cases, sheets and spread. Each young woman should provide one blanket, one comforter, napkins and napkin ring, towels, and bring such other articles as taste may dictate.

The rent for rooms at South Hall on second floor is \$15.00 to \$17.00 for each semester, on third floor \$11.00 to \$13.00 for each semester for each occupant when two persons occupy the room. Steam heat for each room is \$5.00 for each semester for each occupant. Students desiring electric lights will be charged 50c per month for each light and furnish their own bulbs.

No room is rented for less than a semester. Rooms will be regarded as engaged and held for young women only upon a payment of a deposit of \$5.00. Those persons engaging first will have choice of rooms. And damage to furniture must be paid by occupants of room. Young men and women rooming in private families may take meals in South Hall.

TUITION AND FEES

COLLEGE, ACADEMY, AND SCHOOL OF EDUCATION

Tuition and Incidental Fee—College; each semester....	\$25.00
Tuition and Incidental Fee—Academy; each semester..	18.00
Tuition and Incidental Fee—Normal; each semester....	18.00

SPECIAL

	Each Semester
Laboratory Fee—College Chemistry	\$ 6.00
Laboratory Fee—College Physics	3.00
Laboratory Fee—College Biology	1.50
Laboratory Fee—Geology	1.50
Laboratory Fee—Psychology	1.50
Laboratory Fee—Academy Physics	2.00
Laboratory Fee—Academy Biology and Botany.....	1.50
Fee at Graduation	5.00
Fee for Master's Degree.....	10.00

MUSIC

Piano, Organ, Voice and Violin, two private lessons a week; each semester	\$27.50
Piano, Organ, Voice and Violin, two private lessons a week; each half semester	14.00
Piano, Organ, Voice and Violin, one private lesson a week; each semester	15.00
Piano, Organ, Voice and Violin, one private lesson a week; each half semester	8.00
Harmony, History and Theory, class lessons, weekly; each semester	8.00
Chorus, Vocal Drill; each semester	2.50
Rent of Piano per semester, one hour daily.....	3.00

ORATORY

(Private Instruction)

Single private lesson, each.....	\$ 1.00
One each week during each semester.....	15.00
Two each week during each semester.....	29.00

(Class Lessons)

Two hours each week during each semester.....	5.00
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(Class and Private Lessons)

Two hours "class" and one hour "private" during each semester	19.00
Two hours "class" and two hours "private" during each semester	33.00
Four hours "class" and one hour "private" during each semester	24.00
Four hours "class" and two hours "private" during each semester	37.00

ART

Painting in China, Water Colors, Oil, Pastel.

One lesson a week, each semester.....\$ 9.00

Two lessons a week, each semester..... 18.00

Length of Lesson—Three hours.

Private lessons 50c an hour.

DRAWING

One lesson a week, each semester.....\$ 4.00

Two lessons a week, each semester..... 9.00

Length of Lesson—Three hours.

COMMERCE

Full course in Business School, six months.....\$36.00

Full course in Shorthand and Typewriting, six months.. 36.00

Combined course, nine months..... 60.00

A registration fee of \$1.00 per semester will be charged each student, but this will be remitted to all who register before the close of the second day of the term.

A library fee of 75c per semester is charged each student, and a gymnasium fee of \$1.50 per semester is charged each young man.

A charge of \$1.00 will be made for special examinations.

Students carrying as much as twelve hours in the College, or in the Academy or School of Education, will be charged full tuition. Students carrying less than the above amount will be charged at the rate of \$2.00 per hour in the College, or \$1.50 per hour in the Academy or School of Education.

Students desiring to take more than regular work will be charged for the same at the rate of \$2.00 per hour for a study in the College, and \$1.50 per hour in the Academy.

Students in the School of Education pursuing College courses will be charged College tuition.

When students register before the middle of a semester

they shall pay in full the usual charges. If they enter at or after the middle of the semester they shall pay one-half.

When students leave College before the middle of a semester, one-half the tuition, etc., shall be refunded. In case of temporary absence and subsequent return, although the absence be for more than half a semester, no such rebate shall be granted.

Ordained ministers and deaconesses, and children of ordained ministers are granted half rates on regular College and Academy and School of Education tuition and incidental fees.

SCHOLARSHIPS

The following scholarships, endowed with \$1,000 each, have been established for the purpose of educating worthy young men and women:

The George H. and Lavinia C. Garrison Scholarship, established by the persons named.

The Mrs. S. J. Lormer Scholarship, established by the person named.

Trustees' Scholarships. Sixteen honor scholarships are provided by the Board of Trustees, to be granted to honor graduates of high schools in Iowa.

ESTIMATED EXPENDITURES

Tuition and Incidental Fees.....	\$18.00 to \$25.00
Unfurnished room and self-board.....	27.00 to 36.00
Furnished room for two persons, each occupant	8.00 to 18.00
Board in halls and private families.....	36.00 to 45.00
Text-books	3.00 to 10.00
Laundry	5.00 to 12.00
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Total expenses per semester.....	\$53.00 to \$110.00

Degrees and Diplomas

Bachelor of Arts

Arlie V. Bock	New Albin
Helen Elizabeth Brown	Cresco
Frances M. Camp	West Union
Forrest B. Claxton	Fayette
Helen M. Craft	West Union
Lester W. Dooley	Hawkeye
Minnie Earle	Elgin
Alma I. Fussell	Fayette
Sarah Patridge	Maynard
Belle Pettit	Lime Springs
Leon L. Smith	Fayette
Leslie A. White	Volga

Bachelor of Philosophy

Harry A. Garrison	Fayette
Thomas M. Moreland	Colesburg

Bachelor of Science

John Clark Baker	Ridgeway
Charles W. Hungerford	Chester
Charles D. McGoon	Fayette
Ruth E. Patridge	Maynard
Hadwen H. Williams	Lime Springs

Diplomas

The School of Education

Lela Buhlman	Fayette
Georgia Eldridge	Fayette
Harriet Elwood	Elma
Leslie S. Frederick	Plymouth
Anna Laura Jakway	Aurora
Marguerite Laxson	Earlville
Ruby E. Leete	Volga

Cora Linn
Henry McSweeny
Anna L. Neff
Herbert Percy-Hames
Angie Pierce
Harrison Roberts
Ernest T. Smith
Mary A. White
Elsie Younkman

Sumner
Westgate
West Union
Fayette
Manchester
Hawkeye
Volga
Maynard
Arlington

The School of Music

PIANO

Harriet Douglass
Wilhelmina Hagge
Martha Hartnell
Lee L. Meyer
Ethel Vera Norton
Mildred C. Schlegel
Frankie Schneider
Ruth C. Searles

Fayette
Strawberry Point
Stacyville
Aurora
Fayette
Cresco
Greeley
Fayette

VOICE

Bertha Mershon
Mary M. Miller

Fayette
Fayette

Honorary Degrees

Doctor of Divinity

James Elvin Wagner

Alvin Bernard Curran

Master of Science

Charles Francis McNevin

Master of Arts

Roy Victor Porter

George E. Miller

The Alumni

THE GENERAL ASSOCIATION.

WILLIAM F. BAKER, PH. B., '93	President
OLIVER W. STEVENSON, PH. B., LL. B., '01	Recording Secretary
MRS. J. D. PARKER, B. L., M. L., '90	Corresponding Secretary
JOHN WILLIAM DICKMAN, A. M., Sc. D., '88	Treasurer
JOHN E. DORMAN, B. S., D. D. S., '00	Member Board of Control
WILLIAM F. BAKER, PH. B., '93	Director
<i>Term expires 1911.</i>	
LEO C. STONE, B. S., '03	Director
<i>Term expires 1912.</i>	
OLIVER W. STEVENSON, PH. B., LL. B., '01	Director
<i>Term expires 1913.</i>	

THE CHICAGO ASSOCIATION.

JAMES B. McFATRICH, A. M., M. D., '83	President
HENRY F. KLING, A. M., Sc. D., '83	Secretary

THE MINNEAPOLIS-ST. PAUL ASSOCIATION.

E. M. TONSLEY 423 E. 16th St., Minneapolis	President
GEORGE A. NICHOLS, 106 First Ave., South, Minneapolis	Vice President
DR. ALICE SIMPSON, 815 6th St., S. E. Minneapolis	Secretary

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OLIVER W. STEVENSON, PH. B., LL. B., '01	President
L. LEVERNE COLE, A. B., '96	Secretary

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MRS. CHARLES E. ESTEY	Corresponding Secretary
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(In order of seniority of membership).

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Martha Comstock; Mrs. E. D. Hull; Mrs. J. E. Johnson; Mrs. G. H. Kennedy; Mrs. Sarah P. Bailey; Mrs. Lillian McCook; Mrs. Ida E. Ellison; Mrs. Marion Delop; Mrs. Etta Nourse; Mrs. G. O. Clapham; Mrs. Mabel M. Smith; *Mrs. Clarissa A. Chandler; Mrs. F. P. Fox; Mrs. Nettie M. Wesp; Mrs. Della Herrick; Mrs. Eva Moldenhauer; Mrs. Charles Burmaster; Mrs. E. A. Meyers; Mrs. Bessie A. Bellows; Miss Mary C. Anderson; Mrs. F. E. Wager; Mrs. Robert Duncan; Mrs. William Galbreth; Mrs. F. P. Shaffer; Mrs. W. C. Gardner; Mrs. John Ellison; Mrs. Mary Russell; Mrs. J. C. Erb; Mrs. A. E. Conrad; Mrs. Hattie Piper; Mrs. L. N. Greene; Mrs. Chas. Hausner; Mrs. Ada L. Folks; Mrs. Julia Conklin; Mrs. E. A. Lang; Mrs. Thomas Gates; Mrs. N. J. Ashbaugh; Mrs. S. A. Sylvester; Mrs. A. W. Smith; Mrs. H. W. Troy; Mrs. Grace M. Cook; Miss Alexandra J. Duncan; Mrs. S. B. Lattner; Mrs. H. F. Arnold; Miss M. M. Tutt; Mrs. Belle B. McGoon; Mrs. W. H. Beacom; Mrs. Ida M. Gutches; Mrs. Elizabeth Roberts; Mrs. Charles F. Pye; Mrs. A. T. Nierling; Miss Louie E. Smith; Mrs. Flora K. Burling; Miss Hattie McCarthy; Mrs. A. H. Thompson; Mrs. James Davis; Mrs. Anna Young; *Mrs. A. P. Smith; Miss Lucy Parker; Mrs. A. M. Doughty; Mrs. J. E. Kernahan; Mrs. Martha A. Elphic; Mrs. John W. Shirley; Mrs. A. L. Evans; Mrs. R. F. Shirley; Mrs. H. S. Patterson; Mrs. C. Downing; Mrs. Isaac Cunningham; Mrs. Margaret E. Herwig; Mrs. M. E. Geiser; Mrs. Adam Shafer; Mrs. Guy West Wilson; Mrs. George Rathbun; Mrs. D. C. Rathbun; Mrs. Emma Patterson; Mrs. Kate A. Hall; Mrs. D. W. Chittenden; Miss Carrie Albee; Mrs. Hugh Scott; Mrs. George Beacom; Miss Vina Ashbaugh; Mrs. Emma Cray Sherwood; Mrs. Mattie E. Smith; Mrs. Marion G. Morehouse; Mrs. M. K. Culver; Mrs. J. M. Dorman; Mrs. Nettie Adams; Mrs. Allie B. Stone; Mrs. Leola G. Tracy; Mrs. Nora Graf; Mrs. Elma D. Holbert; Mrs. Gertrude Graves Cole; Mrs. Mary O. Dennis; Mrs. Anna T. Holm; Mrs. John K. Jackson; Mrs. C. L. Pooler; Mrs. Ethel Wayman; Mrs. J. L. Zoller; Miss Minnie A. Reed; Mrs. Fannie Parker Himes; Mrs. C. S. Tireman; Mrs. Myrta C. Burdick; Miss Mary E. Grow; Mrs. Myra Bindenberger; Mrs. M. A. Cassidy; Mrs. W. B. Davis; Mrs. P. S. Banning; Mrs. H. J. Baker; Mrs. M. E. Taylor; Mrs. Emma R. Colgrove; Mrs. M. E. Twitchell; Mrs. Mary G. Hoyt; Mrs. Ida M. Snowden; Mrs. L. J. Ayer; Mrs. C. A. Moody; Mrs. Charles M. Stuart; *Mrs. N. A. Mershon; Mrs. D. M. Parker; Mrs. W. K. Humphrey; Mrs. R. W. Cooper.

* Deceased during the year

Accredited Schools

Below is printed the list of High Schools whose work is accredited by the Committee on Secondary School Relations.

Graduates of these High Schools may be classed as unconditional Freshmen upon the presentation of the proper certificate showing the completion of not less than thirty semester credits in studies acceptable to the College.

Graduates lacking one or two of the required semester credits may be classed as conditioned Freshmen at the opening of the College year, the condition to be made up as soon as possible after entrance. No one can be admitted to the Freshmen class with less than twenty-eight semester credits.

Ackley	Cedar Rapids	Dexter
Afton	Centerville	Dubuque
Adel	Chariton	Dows
Albia	Charles City	Dunlap
Alden	Cherokee	Dunlap
Algona	Clarinda	Dysart
Alta	Clearfield	Eagle Grove
Ames	Clarion	Earlham
Anamosa	Clear Lake	Eldon
Atlantic	Clinton	Eldora
Audubon	Colfax	Elkader
Avoca	Columbus Junction	Emmetsburg
Bedford	Corning	Estherville
Belle Plaine	Correctionville	Fairfield
Bellevue	Corydon	Fayette
Belmond	Council Bluffs	Fonda
Bloomfield	Cresco	Forest City
Boone	Creston	Fort Dodge
Brighton	Dallas Center	Fort Madison
Britt	Davenport	Garden Grove
Brooklyn	Decorah	Garner
Burlington	Denison	Glenwood
Carroll	Des Moines, East	Glidden
Castana	Des Moines, North	Greene
Cedar Falls	Des Moines, West	Greenfield

Grinnell	Missouri Valley	Sanborn
Grundy Center	Montezuma	Seymour
Guthrie Center	Monticello	Shelby
Guthrie Co., Panora	Moulton	Sheldon
Hamburg	Mount Ayr	Shell Rock
Hampton	Mount Pleasant	Shenandoah
Harlan	Mount Vernon	Sibley
Hartley	Muscatine	Sidney
Hawarden	Nashua	Sigourney
Holstein	Nevada	Sioux City
Hubbard	New Hampton	Sloan
Humboldt	New Sharon	Spencer
Ida Grove	Newton	Spirit Lake
Independence	Northwood	Storm Lake
Indianola	Oakland	Stuart
Iowa City	Odebolt	Story City
Iowa Falls	Oelwein	Sutherland
Jefferson	Ogden	Tabor
Keokuk	Onawa	Tama City
Knoxville	Orange City	Tipton
Lake City	Osage	Toledo
Lake Mills	Osceola	Traer
Lamoni	Oskaloosa	Valley Junction
Lansing	Ottumwa	Villisca
Le Mars	Parkersburg	Vinton
Lenox	Paullina	Walnut
Lisbon	Pella	Wapello
Logan	Perry	Washington
Lyons	Pocahontas	Waterloo, East
Malvern	Pomeroy	Waterloo, West
Manchester	Postville	Waukon
Manilla	Prairie City	Waverly
Manning	Randolph	Webster City
Maquoketa	Red Oak	West Bend
Marcus	Reinbeck	West Branch
Marengo	Rockford	West Liberty
Marion	Rockwell City	West Union
Marshalltown	Rock Rapids	What Cheer
Mason City	Rock Valley	Wilton
McGregor	Rolfe	Williamsburg
Mechanicsville	Sabula	Winfield
Mediapolis	Sac City	Winterset

PARTIALLY ACCREDITED SCHOOLS OF IOWA.

Adair	Farragut	Morning Sun
Allerton	Fontanelle	Neola
Alton	Galva	New Hartford
Anita	Goldfield	North English
Battle Creek	Grand Junction	Riceville
Bayard	Guttenberg	Richland
Calmar	Keosauqua	St. Ansgar Seminary
Charter Oak	Kingsley	Schaller
Conrad	La Porte City	Sioux Center
Coon Rapids	Leon	Sioux Rapids
Danbury	Lime Springs	Springdale
De Witt	Lineville	Springville
Elma	Livermore	State Center
Emerson	Manson	Stanwood
Essex	Mapleton	Wall Lake
Exira	Milton	West Side
Farmington	Monona	Whiting

FULLY ACCREDITED PRIVATE SCHOOLS AND ACADEMIES.

Cathedral School, Sioux City.	St. Agatha's Seminary, Iowa City.
Cedar Valley Seminary, Osage.	
Charles City College Academy, Charles City.	St. Frances Academy, Council Bluffs.
Denison Normal School, Denison.	St. Joseph's Academy, Dubuque.
Epworth Seminary, Epworth.	St. Mary's High School, Iowa City.
Howe's Academy, Mt. Pleasant.	Washington Academy, Washington.
Iowa City Academy, Iowa City.	Whittier College, Salem.
Jewell Lutheran College, Jewell.	Woodbine Normal School, Woodbine.
Mt. St. Joseph's Academy, Dubuque.	St. Katherine's School, Davenport.
Nora Springs Seminary, Nora Springs.	Tilford Academy, Vinton.
Northwestern Classical Academy, Orange City.	Waldorf College, Forest City.
Sac City Institute, Sac City.	

UNIFORM ADMISSION BLANKS.

The Standard Colleges of Iowa issue admission blanks for recording the credits of graduates from Accredited High Schools. These blanks may be obtained by writing to the President. Students coming from the High School should have these certificates properly filled out and signed by the Principal of the High School. This will admit the candidate without examination on all work to which it certifies.

Register of Students

In Attendance Between June 20, 1910 and June 8, 1911

COLLEGE OF LIBERAL ARTS

GRADUATE STUDENTS.

Bender, Janette	Fayette
Curran, Hugh A.	Minneapolis
Craft, Helen Maude	Guttenberg
Patridge, Sarah Elsie	Spring Valley, Minn.
Young, Frederick G.	Fayette

SENIORS.

Adams, Florence Augusta	Waucoma
Baker, Chester Ailen	Farley
Buhlman, Ada Belle	Fayette
Chapman, Inez Lang	Fayette
Dobson, Norma Grover	Nora Springs
Dueker, Ottilia W.	Cameron, Mo.
Fleming, Bess Eloise	Marshalltown
Flenniken, Fred Oscar	Edgewood
Harvey, Alonzo	Ossian
Holmes, Claude Melville	Randallia
Kernahan, Arthur Earl	Fayette
Laxson, Minnie Laura	Earlville
Linn, Cora	Sumner
McCracken, John	Fredericksburg
McSweeny, Albert	Westgate
Norton, Ethel Vera	Fayette
Platt, Grace Mildred	Fayette
Rosenkrans, Duane B.	Edgewood
Sampson, Luman West	Fayette
Schildbach, Alma	Sumner
Stamford, Mary Frances	Fayette
Walker, Ruth Geraldine	Fayette
Wheeler, Ella Maude	Edgewood
Young, John Arthur	Fayette

JUNIORS.

Albright, William Thomas	Fayette
Baker, Lulu Gertrude	Farley

Baker, Harold Irwin	Farley
Belknap, Ruel K.	Fayette
Claxton, Bernice Kate	Fayette
Dorman, Frances Mildred	Fayette
Dowd, Goldie Mabel	Ossian
Dunn, Guy Harold	Earlville
Elwood, Harriett Squires	Elma
Felter, Oliver Jáy	Fayette
Fiestter, Harold Crowder	Independence
Gough, Edward Thomas	Alison
Hanna, Kathleen M.	Ruthven
Hausner, Claire Dickman	Oelwein
Herwig, Julius Herman	New Hampton
Hoyt, Agnes Howard	Decorah
Hurd, Lula Belle	Hawkeye
Jones, Owen Leonard	Lime Springs
Kniel, Callah Verle	Elgin
Lewis, Charles Oakley	Lima
Miller, Benjamin Harrison	Fayette
Sanford, James Ward	Fayette
Shipton, Joseph Henry	Clermont
Stevens, Maude Imogene	Appleton, Minn.
Walker, Frank Perc	Fayette
Young, Ross Newman	Fayette

SOPHOMORES.

Baskerville, Wendell Henry	Earlville
Day Shirley, Louise	Fayette
Day, Mabel Alice	Fayette
Farrell, Mary Gertrude	Lawler
Fleming, Sue Van Dorne	Marshalltown
Geiser, Samuel Wood	Independence
Graf, Zinita Barbara	Fayette
Graham, James Harlow	Fayette
Handke, Robert William	Kendallville
Hartford, Beulah Gertrude	New York City
Hunt, Eva Elizabeth	Fayette
Johnson, Alvena Georgia	Houston, Minn.
Kaiser, Dora Marie	Fayette
Kirkpatrick, Myrtle T.	Strawberry Point
Kofske, Harry B.	Waterloo
Krogh, Cora Cecilia	Northwood
Lavelly, Grace D.	Crookston, Minn.

Leach, Edson R.	Hawkeye
Leach, Henry Joe	Fayette
Luce, Robert Wallace	Waucoma
Manuel, Ralph Webster	Fayette
Mason, Ella Geneva,	Monona
Matthews, Howard Dimmitt	Greeley
Meder, Anna Louise	Clayton
Mershon, Bertha Mae	Fayette
Miller, Elsie Leanora	Fayette
Miller, Don Stanard	Estherbrook, Wyo.
Mitchell, Mae Edith	Cresco
Newcomer, Guy Vernon	Fayette
Newcomer Ralph Charles	Fayette
Palmer, Kingsley Ray	Hawkeye
Pebler, Edwin George	Strawberry Point
Potter, Noma Dot	Sheldon
Powers, Glenn C. S.	Fountain, Minn.
Rueggemeier, Cora Mary	Waukon
Shade, James J.	Wall, S. D.
Smith, Carrie Charlotte	Janessville
Sperry, Alice LaPearl	Fayette
Stockman, John Wesley	Cresco
Taylor, Hartness DeWitt	Independence
Thompson, Harry James	New Hampton
Wilcox, Edwin Harold	Dupuyer, Mont.

FRESHMEN.

Adams, William Merritt	Waucoma
Almquist. Alvin Thomas	Houston, Minn.
Anderson, Geneva Caroline	Lime Springs
Baker, Nita Elizabeth	Farley
Bates, Robert Oliver	Independence
Beckwith, Vera Lenore	Greeley
Benton, Rena Edith	Fayette
Black, Robert Henry	Independence
Bock, Helen Gladys	New Albin
Brown, Freeda Emma	Lamont
Buhlman, Grace	Fayette
Cerny, Rob Roy	Manly
Cook, Claire Risley	Fayette
Coolidge, Bertha Hazel	Edgewood
Coolidge, Lida Beryl	Edgewood
Cooper, Richard White	Fayette

Cray, Joseph Bullis	Lime Springs
Earle, Robert E.	Elgin
Felter, Allan Gordon	Fayette
Felter, Maude Ethel	Fayette
Griffith, Fred Elwood	West Union
Hall, DeEtta Arabella	Wesley
Hinman, Lydia	Bellevue
Hoyt, Harold Newman	Fayette
Howard, William Henry	Strawberry Point
Humphrey, Elizabeth	Fayette
Hunt, Nellie Ina	Fayette
Jones, Milton Edward	Lime Springs
Manuel, Earl W.	Fayette
Miller, Mary M.	Fayette
Moody, Clark Daniel	Ionias
Nafe, Mildred	Boulder, Colo.
Nicklaus, Ruth Elizabeth	Elgin
Opperman, Anita Gertrude	Strawberry Point
Page, Alice Blanche	Plymouth
Probasco, E. Abb'e	Arlington
Rabe, Will Conrad	Alta Vista
Robbins, Emerald C.	Fayette
Ross, Bessie Florence	Oelwein
Ryan, Harry Julius	Fayette
Sauerbry, Ed. C.	Strawberry Point
Searles, Ruth Cecilia	Fayette
Simpson, Charmion	Arlington
Smith, Grace Amelia	Fayette
Smith, Blanche Joyous	Arlington
Smith, Elsie Elizabeth	West Union
Stone, Geneva Mary	Waucoma
Swale, Albert R.	West Union
Swales, John Richard	Arlington
Sylvester, Olive Lynette	Maynard
Taylor, Stella Gladwin	Lamont
Ulrich, Hattie Laura	Monona
Underwood, Ruth Ella	Buffalo, Minn.
Vollbrecht, Bertha Adelia	Charles City
Whitney, Hattie Jessie	Nora Springs

IRREGULAR COLLEGE.

Galbreth, William	Fayette
Garrison, Eleanor	Fayette

Graham, Susie Belle	Fayette
Grimes, Marie Ruth	Colesburg
Jack, Ethel Grace	Waucoma
Jack, Pearl Elizabeth	Waucoma
Piper, Will A.	Strawberry Point
Tipton, Robert	Ossian

ACADEMY

Fourth Year.

Ball, David Lysander	Quasqueton
Brown, Mae Olive	Fredericksburg
Davis, Mabel Iona	Manchester
Dorman, Florence Mary	Fayette
Dunn, Garth	Earlville
Ehler, John P.	Aurora
Gratke, Samuel Daniel	Strawberry Point
Green, Hazel	Manchester
Hackmann, Hermann G.	Elgin
Heiny, Albin James	Plymouth
Hesner, Elsie Venner	Strawberry Point
Lang, Edward Chapman	Strawberry Point
Lang, Fred Holbert	Greeley
Penney, Clara Taylor	Stacyville
Roberts, Emma A. Ruby	Waucoma
Sawyer, Alice Agnes	Castalia
Seeley, Frank William	Arlington
Wooldridge, Earle	Edgewood

Third Year.

Albright, Paul	Fayette
Allen, Percy Thompson	Benton, Wis.
Atkinson, Henri Reuben	Sheffield
Bennett, Arthur Vincent	Fayette
Brause, Clifford Archie	Elgin
Cooper, Herman	Fayette
Craig, Gusta	Colesburg
Handke, Mae Melissa	Kendallville
Irwin, Clyde Herbert	Elwood
Lavelly, Vivian	Crookston, Minn.
Ludwig, Lillie	Independence

THE COLLEGE

III

Mitchell, Frank Jethro	Fayette
Parker, Charles Sherman	Fayette
Rathbun, Katherine	Fayette
Shipton, Myra Sara	Clermont

Second Year.

Albright, Robert Claire	Fredericksburg
Barr, George Israel	Davenport
Bidinger, Vera Ethel	Fayette
Clapham, Alva W.	Fredericksburg
Davis, Gertrude Eleanor	Arlington
Finch, Everett Dale	Fayette
Horton, Donald Lysle	Ft. Atkinson
Hungerford, Lawrence Dell	Fayette
Hungerford, Louis Newell	Fayette
Rabe, Emma	Alta Vista
Smith, Fred Averill	Fayette
Tibbetts, Clarence	Hopkinton
Ulstad, Archie Sanford	Traer

First Year.

Brinacombe, Mae Rose	Stanley
Dye, Wenonah L.	Fayette
Finch, Mildred Marie	Fayette
Handke, Florence Mildred	Kendallville
Hoffman, Mabel Annette	Fairmount, N. D.
Hoyt, Helen Josephine	Decorah
Jack, Ruby Fern	Waucoma
Pond, Americus George	Fayette
Smith, Ray Vincent	Garber

NORMAL COURSE.

Bush, Ethel Mae	Osterdock
Bush, Flossie M.	Osterdock
Cobeen, Albin	Manly
Cullins, Mabel	Fayette
Gehring, Mabel Vera	Wadena
Haught, Blanche	Osterdock
Henry, Leah	Lima
Homewood, Katie	Hawkeye
Hungerford, Rena Belle	Fayette

Medberry, Ethel Mabel	Wadena
Palmer, Rilla Marguerite	Osterdock
Richards, Edith Z.	Elgin
Thiesen, Margaret	Dysart
Tompkins, Alice	Lima
Torson, Lena Edith	West Union
Wenger, Ida L.	Elgin
Wilson, Silas	Lima

SCHOOL OF MUSIC

INSTRUMENTAL.

SENIORS.

Ayer, Gwendolyn	.....Arlington	Jennings, Bessie Electa..	Wadena
Brinacombe, Grace C.....	Stanley	Mitchell, Mae Edith.....	Cresco
Hanna, Kathleen M.....	Ruthven	Penney, Clara Taylor..	Stacyville

JUNIORS.

Bennett, Arthur Vincent....	Graf, Helene Marie
..... Fayette	..... Strawberry Point
Binger, Iva Belle.....Waucoma	Hesner, Helene
Claxton, Bernice Kate...Fayette	.....Edgewood
Elwood, Harriett Squires...Elma	Rabe, Emalyn Ida.....Alta Vista
	Roberts, Leah Olive.....Fayette

SUB-JUNIORS.

Arnold, Ruth Hazel.....	Waukon	Heuse, Gertrude Harris..	Fayette
Benton, Ruth	Fayette	Hoffman, Mabel Annette.....	
Braden, Imo Stoneman...Fayette		.....Fairmount, N. D.	
Carmichael, Harry Delos..Fayette		Kennedy, Gail Mason....	Fayette
Cooper, Edwin Jonas...Fayette		Lang, Edward Chapman	
Cooper, Harry Perkins...Fayette		.....Strawberry Point	
Cooper, Herman	Fayette	Lewis, Charles Oakley	Lima
Engel, Gladys Henrietta		Linn, Grace Emma	Fayette
.....Beresford, S. D.		Manuel, Earl Walter	Fayette
Farmer, Zelda	Edgewood	Palmer, Rilla M.....	Osterdock
Gratke, Samuel Daniel		Pond, Zella Edith	Fayette
.....Strawberry Point		Potter, George Hensley..	Fayette
Griffin, Pansy Fidelia..Delaware		Shaffer, Hazel	Fayette
Hesner, Elsie Venner.....		Smith, Mera Le	Volga
.....Strawberry Point		Ware, Lavon	Fayette

HARMONY, HISTORY, THEORY.

Arnold, Ruth Hazel	Waukon	Gratke, Samuel Daniel	
Ayer, Gwendolyn	Arlington		Strawberry Point
Bennett, Arthur Vincent.	Fayette	Hesner, Helene	Edgewood
Brinacombe, Grace C.....	Stanley	Jennings, Bessie Electa..	Wadena
Carmichael Harry Delos		Lewis, Charles Oakley.....	Lima
	Fayette	Manuel, Earl Walter	Fayette
Claxton, Bernice Kate ..	Fayette	Mitchell, Mae Edith	Cresco
Elwood, Harriet Squires ...	Elma	Penney, Clara Taylor..	Stacyville
Graf, Helene Marie		Pond, Zella Edith.....	Fayette
	Strawberry Point	Rabe, Emalyn Ida	Alta Vista
		Roberts, Leah Olive	Fayette

VOICE.

POST GRADUATES.

Craig, Harold S.....	Fayette	Mershon, Bertha Mae....	Fayette
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JUNIORS.

Carmichael, Harry Delos.	Fayette	Opperman, Bernice Leila	
Gratke, Samuel Daniel			Strawberry Point
	Strawberry Point	Rabe, Emma.....	Alta Vista
Jennings, Bessie Electa..	Wadena	Searles, Ruth Cecilia	Fayette

SUB-JUNIORS.

Albert, Mary S.....	Elma	Manuel, Earl Walter	Fayette
Benton, Rena	Fayette	McCann, Hadwin	Fayette
Bidinger, Vera	Fayette	Miller, Benjamin H.....	Fayette
Engel, Gladys H..	Beresford, S. D.	Miner, Paul	Fayette
Gough, Edward T.....	Allison	Mitchell, Mae Edith.....	Cresco
Heuse, Gertrude Harris..	Fayette	Opperman, Anita G.	
Hockert, Wilma	Fayette		Strawberry Point
Hunt, Nellie	Fayette	Pond, Zella Editu.....	Fayette
Lake, Nellie	Arlington	Schuessler, Edna W.....	Fayette
Lang, Edward Chapman		Shipton, Joseph H.....	Clermont
	Strawberry Point	Smith, Mera Le	Volga
Lewis, Charles Oakley	Lima	Wooldridge, Earle	Edgewood

CHORUS.

Baker, Nita Elizabeth	Farley	Lang, Edward C.	
Bennett, Mary A.....	Fayette		Strawberry Point
Bennett, Arthur E.....	Fayette	McCarthy, Hattie	Fayette
Carmichael, Harry Delos.	Fayette	McIntosh, John S.....	Fayette
Claxton, Emma	Fayette	Mershon, Bertha Mae ..	Fayette
Craig, Harold S.	Fayette	Miller, Benjamin H.....	Fayette

Crain, Ella W.	Fayette	Mitchell, Mae Edith.....	Cresco
Day, Mabel Alice	Fayette	Mitchell, Jethro F.....	Fayette
Day, Shirley Louise	Fayette	Nafe, Mildred.....	Boulder, Col.
Engel, Gladys H..	Beresford, S. D.	Norton, Ethel Vera.....	Fayette
Felter, Oliver Jay	Fayette	Opperman, Anita Gertrude ...	
Felter, Maude Ethel.....	Fayette	.....	Strawberry Point
Gough, Edward Thomas..	Allison	Parker, Nellie K.....	Fayette
Gratke, Samuel D.....		Parker, Sarah S.....	Fayette
.....	Strawberry Point	Penney, Clara Taylor..	Stacyville
Harvey, Alonzo	Ossian	Roberts, Emmar Ruby..	Waucoma
Hoyt, Helen	Decorah	Rueggemier, Cora	Waukon
Hungerford, Lawrence Dell ...		Schuessler, Edna W.	Fayette
.....	Fayette	Shipton, Myra	Clermont
Hungerford, Louis Newell		Shipton, Joseph H.....	Clermont
.....	Fayette	Smith, Carrie Charlotte.....	
Hunt, Eva Elizabeth ...	Fayette	.....	Janesville
Jack, Ruby Fern	Waucoma	Stone, Geneva Mary...	Waucoma
Kaiser, Dora	Fayette	Young, Ross Newman....	Fayette

STRINGED INSTRUMENTS.

Hockert, Wilma	Fayette	Rathbun, Edwin	Fayette
Parker, Dorothy	Fayette	Shipton, Joseph H.....	Clermont

SCHOOL OF ORATORY

PRIVATE.

Barr, George I.....	Davenport	Miller, Margaret	Fayette
Brown, Mae O....	Fredericksburg	Richards, Edith	Elgin
Carmichael, Harry	Fayette	Stevens, Maude, I.....	
Dorman, Florence	Fayette	.....	Appleton, Minn.
Graf, Zinita B.....	Fayette	McGoan, Marguerite ...	Hawkeye
Kniel, C. Verle	Elgin	Bevis	
Lewis, Charles O.....	Lima		

CLASS.

Adams, William	Waucoma	Lang, Edward S..	Strawberry Pt.
Allen, Percy T.....	Benton, Wis.	Lavelly, Grace..	Crookston, Minn.
Almquist, Alvin..	Houston, Minn.	Lavelly, Vivian	Crookston, Minn.
Anderson, Geneva..	Lime Springs	Laxson, Minnie L.....	Earlville
Ball, David L.....	Quasqueton	Leach, Edson R.....	Hawkeye
Barr, George I.....	Davenport	Leach, Henry J.....	Fayette
Bates, Robert	Independence	Linn, Cora	Sumner
Beckwith, Vera	Greeley	Manuel, Earl W.....	Fayette
Black, Robert	Independence	Mason, Ella G.....	Monona
Belknap, Ruel K.....	Fayette	Matthews, Howard	Greeley
Brown, Mae O....	Fredericksburg	Miller, Don S.,	Estherbrook, Wyo.
Buhlman, Ada	Fayette	Miller, Elsie	Fayette

Buhlman, Grace	Fayette	Mitchell, Jethro F.....	Fayette
Cerny, Rob Roy.....	Manly	Moody, Clark	Ionia
Coolidge, Bertha H....	Edgewood	Newcomer, Guy V.....	Fayette
Coolidge, Lida B.....	Edgewood	Nicklaus, Ruth E.....	Elgin
Cooper, Richard	Fayette	Norton, Ethel V.....	Fayette
Craig, Gusta	Colesburg	Palmer, Kingsley	Hawkeye
Cray, Joseph B....	Lime Springs	Page, Alice B.....	Plymouth
Davis, Gertrude	Arlington	Pebler, Edwin....	Strawberry Pt.
Day, Shirley L.....	Fayette	Platt, Grace M.....	Fayette
Dorman, Florence	Fayette	Powers, Glenn C..	Houston, Minn.
Dorman, Frances	Fayette	Potter, Noma D.....	Sheldon
Dowd, Goldie M.....	Ossian	Rabe, Emma.....	Alta Vista
Dunn, Guy H.....	Earlville	Rabe, Will C.....	Alta Vista
Dunn, Garth	Earlville	Roberts, Emmar	Waucoma
Dye, Wenonah	Fayette	Robbins, Emerald C....	Fayette
Earle, Robert	Elgin	Richards, Edith	Elgin
Elwood, Harriett	Elma	Sauerbry, Ed. C..	Strawberry Pt.
Ferris, Ada M.....	Millville	Shipton, Joseph H....	Clermont
Felter, Oliver J.....	Fayette	Shipton, Myra	Clermont
Farrell, Mary G.....	Lawler	Simpson, Charmion	Arlington
Fleming, Bess	Marshalltown	Smith, Blanche	Arlington
Fleming, Sue	Marshalltown	Smith, Carrie C.....	Janesville
Galbreth, William	Fayette	Smith, Elsie	West Union
Gough, Edward T.....	Allison	Smith, Mera Le.....	Volga
Green, Hazel	Manchester	Smith, Fred A.....	Fayette
Graham, James H.....	Fayette	Sylvester, Olive	Maynard
Griffith, Fred	West Union	Swale, Albert R....	West Union
Hall, De Etta A.....	Wesley	Swales, John R.....	Arlington
Heiny, Albin J.....	Plymouth	Taylor, Hartness..	Independence
Hoyt, Helen	Decorah	Thompson, Harry, New	Hampton
Hoyt, Harold N.....	Fayette	Ulstad, Archie S.....	Traer
Humphrey, Elizabeth	Fayette	Underwood, Ruth, Buffalo,	Minn.
Hunt, Eva E.....	Fayette	Walker, Ruth G.....	Fayette
Hunt, Nellie I.....	Fayette	Wenger, Ida L.....	Elgin
Irwin, Clyde	Elwood	Whitney, Hattie,..	Nora Springs
Krogh, Cora C.....	Northwood	Wilcox, Edwin H.	Dupuyer, Mcnt.

BUSINESS SCHOOL

STENOGRAPHY COURSE.

Allen, Percy T.....	Benton, Wis.	Sampson, Luman W.....	Fayette
Dunn, Guy H.....	Earlville	Scharff, Irving	Aurora
Hesner, Elsie V.....	Edgewood	Tibbitts, Clarence ...	Hopkinton
Holmes, Claude M.....	Randalia	Newcomer, Ray	Fayette

TYPEWRITING.

Arnold, William, Strawberry Pt.	Treloar, Guss	Sumner
Engel, Gladys H.	Beresford, S. D.	

BOOKKEEPING.

Arnold, William	Strawberry Pt.	Miller, Don S.	Estherbrook, Wyo.
Dye, Roger D.	Fayette	Scharff, Irving	Aurora
Engel, Gladys H.	Beresford, S. D.	Thompson, Harry	New Hampton
Gough, Wilford I.	Allison	Treloar, Guss	Sumner
Horton, Donald L.	Ft. Atkinson	Wooldridge, Earle	Edgewood

SUMMER SCHOOL

GRADUATE STUDENTS.

Craig, Harold S.	Fayette	Kaiser, Blanche M.	Fayette
Craft, Helen M.	West Union	Kitch, Ray L.	Houston, Minn.
Curran, Hugh A.	Valley City, N. D.	Patridge, Ruth	Maynard
Day, Edward V.	Fayette	Patridge, Sarah	Maynard
Hungerford, Charles	Chester	White, Leslie A.	Volga

COLLEGE.

Baskerville, Wendell H.	Earlville	Leach, Henry J.	Fayette
Benton, Rena E.	Fayette	Leete, Ruby E.	Volga
Buhlman, Grace	Fayette	Linn, Cora	Sumner
Buhlman, Ada B.	Fayette	Mason, Ella G.	Monona
Claxton, Bernice K.	Fayette	McSweeney, Albert	Westgate
Davis, Florence	Arlington	Mershon, Bertha	Fayette
Dobson, Norma G.	Nora Springs	Miller, Benjamin H.	Fayette
Dunn, Guy Harold	Earlville	Miller, Mary M.	Fayette
Eldridge, Georgia	Fayette	Newcomer, Ralph C.	Fayette
Etter, Amelia B.	Elgin	Norton, Ethel V.	Fayette
Farrell, Mary G.	Lawler	Page, Alice B.	Plymouth
Felter, Oliver J.	Fayette	Platt, Grace M.	Fayette
Frederick, Leslie S.	Plymouth	Perry, George L.	Fayette
Garrison, Eleanor	Fayette	Sauerbry, Ed. C.	Strawberry Pt.
Graf, Zinita B.	Fayette	Shipton, Joseph H.	Clermont
Hinman, Lydia W.	Bellevue	Smith, Grace A.	Fayette
Jakway, Anna L.	Aurora	Sylvester, Olive L.	Maynard
Jordan, Eric C. R.	New Albin	White, Mary A.	Maynard

ACADEMY.

Barnes, John	Strawberry Point	Norton, Arthur D.	Fayette
Bennett, Arthur V.	Fayette	Parker, Charles S.	Fayette
Benton, Hazel	Fayette	Rathbun, Katherine	Fayette
Carter, Allan B.	Fayette	Ryan, Harry Julius	Fayette

THE COLLEGE

117

Chapman, Lavon	Fayette	Whitford, Joy.....	Fayette
Manuel, Ralph W.....	Fayette	Yearous, Hester E..	Potosi, Wis.
McCann, Hadwin	Fayette		

NORMAL.

Alderson, Addie.....	Strawberry Pt.	Knight, Norma E.....	Fayette
Alley, Eva	Randalia	Linn, Hattie M.....	Fayette
Baars, Lizzie D.....	Elkader	Malone, Cephas C.....	
Babcock, Ruvie A.....	Waucoma		Strawberry Point
Brayton, Oral M.....	Waucoma	Maxson, Eveah M....	Edgewood
Broderick, Mayme	Clayton	Miller, Martha	Elgin
Broscha, Ella C.....	Westgate	Mikota, Emma R.....	Strawberry Pt.
Brown, Bertha A.....	Millville	Mitchell, Mae A.....	Waucoma
Chittenden, Elsie	Fayette	Moulton, Cylsta J.....	Sumner
Calahan, Elizabeth	Clermont	Noble, Glenn E.....	Fayette
Cullins, Mabel	Fayette	Noble, Robert D.....	Fayette
Crowley, Mabel	Oelwein	Paige, Hattie	Elkader
Davis, Ulva H.....	Maynard	Poor, Emma E.....	Wadena
Domke, Laura M.....	Fayette	Reusser, Fred	Elgin
Draper, Elma A.....	Arlington	Robinson, Viola M....	Hawkeye
Davis, Lida ...	Strawberry Point	Rochford, Nellie A.....	Sumner
Farmer, Zelda	Edgewood	Rowley, Pearl M.....	Arlington
Ferris, Ada May.....	Millville	Ruesink, Abbie C..	Lime Springs
Fisher, Regina F.....	Spillville	Sawyer, Neva F.....	Aurora
Flanagan, Alice	Wadena	Scriven, Lura B.....	Arlington
Flanagan, Mary	Wadena	Searcey Annie R.....	
Fordyce, Susie	Randalia		Strawberry Point
Fordyce, Donna C.....	Randalia	Simpson, Hazel J.....	Maynard
Fults, Mary....	Strawberry Point	Strayer, Winnifred.....	Fayette
Gardner, Addie E.....		Struthoff, Alma A.....	Maynard
	Strawberry Point	Stone, Ina M.....	Waucoma
Gaynor, Leta	Fayette	Stone, Arthur M.....	Waucoma
Grapes, Myrtle.....	Strawberry Point	Teeple, Angie	Waukon
Gratke, Samuel.....	Strawberry Point	Torson, Lena E....	West Union
Hall, Maude L.....	Strawberry Point	Valenta, Emma	Calmar
Hall, Emma M.....	Oelwein	Vollbrecht, Bertha, Charles City	
Heironimus, Hazel.....	Plymouth	Waterworth, Elda O.....	Alpha
Hunt, Eva E.....	Fayette	White, Cora B.....	Fayette
Jack, Florence	Waucoma	Whitford, Emma	Fayette
Johnson, Lavina....	Waukon Jct.		

SCHOOL OF MUSIC

INSTRUMENTAL.

Ash, Winnifred E.....	Edgewood	Stamford, Mary F.....	Fayette
Claxton, Lizzie	Fayette	Sweet, Helen	Fayette
Day, Mabel A.....	Fayette	Ware, Lavon	Fayette
Hunt, Ruby E.....	Fayette		

VOCAL.

Barnes, John..	Strawberry Point	Mershon, Bertha	Fayette
Craft, Helen M....	West Union	Miller, Mary M.....	Fayette
Ferris, Ada M.....	Millville	Parker, Dorothy	Fayette
Gratke, Samuel,	Strawberry Point	Platt, Ethel	Fayette
Hockert, Wilma	Fayette	Rochford, Nellie	Sumner
Lake, Nellie	Arlington	Scriven, Lura	Arlington
McCarthy, Beulah S....	Riceville	White, Leslie A.....	Volga

SUMMARY OF STUDENTS

COLLEGE OF LIBERAL ARTS.

	Men.	Women.	Total
Graduates	2	3	5
Seniors	10	14	24
Juniors	16	10	26
Sophomores	21	21	42
Freshmen	22	33	55
Irregular	3	5	8
	74	86	160

THE ACADEMY.

Fourth Year	10	8	18
Third Year	10	5	15
Second Year	10	3	13
First Year	2	7	9
	32	23	55

MUSIC.

Instrumental Music	10	29	39
Vocal and Stringed Instruments	13	19	32
	23	46	71

Normal Course	2	15	17
School of Oratory	49	59	108
School of Business	15	2	17
Summer Session	35	111	136
Total			564
Names counted more than once			200
Whole number of students			364

This register of students and this summary includes only those students in attendance during the Academic year, 1910-1911. For several years past the catalogue has covered not the Academic but the Calendar year. This summary therefore must not be used as a basis of comparison with previous catalogues. The fact is, the College attendance has an average increase of ten per cent. each year for the last four years. The actual attendance omitting graduates was, for 1908-1909, 129, and for 1909-1910, 142.

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INDEX

	Page		Page
Academy	72-73	Greek	40-41
Accredited High Schools	103-105	Gymnasium	84-86
Admission	14-26	History	31-33
Advanced Standing	25	Laboratories and Museum	82-84
Alumni	100	Ladies' Professorship Asso-	
Art, School of.....	66-67	ciation	100-102
Astronomy	35-36	Latin	37-40
Athletics	84-86	Lecturers	13
Biblical Literature	43-45	Library	81
Business School	72	Location	79-80
Botany	48-50	Mathematics	35-36
Board and Rooms.....	93-94	Museum	82-84
Buildings	80-81	Music, School of.....	59-66
Chemistry	51-52	Oratory, School of.....	68-71
College Calendar	2-6	Organization	78-79
College of Liberal Arts...	14-70	Philosophy	41-43
Committees of the Faculty	12-13	Physics	53
Committees of the Trustees	8-9	Political & Social Science	29-31
Course of Study.....	26	Prizes	89-91
Degrees	25	Psychology	37
Degrees and Diplomas.....	98-99	Public Speaking and Debate	55-56
Education	34-35	Religious Culture	86-87
Education, School of.....	57-58	Social Science	29-31
English	54-55	South Hall	93-94
Entrance Requirements ...	14-15	Students' Organizations ..	88-89
Expenses	93	Students, Register of....	106-118
Faculty	10-11	Students, Suggestions to...	91-92
French	48	Students, Summary of.....	119
General Information	75-77	Studies, Choice of.....	27-29
Geology	53-54	Studies, Courses of.....	29-57
German	45-47	Summer Session	73-74
Government	87	Trustees	7-8
Graduate Work	26	Tuition and Fees.....	94-97
Greek	40-41	Zoology	50-51

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